2021

Altering the Distance: Using Construal Level Theory to Examine Conciliatory Policy Support

Brandon Reinkensmeyer
University of Kentucky, breinken7@outlook.com
Author ORCID Identifier:
https://orcid.org/0000-0002-0575-1132
Digital Object Identifier: https://doi.org/10.13023/etd.2021.472

STUDENT AGREEMENT:

I represent that my thesis or dissertation and abstract are my original work. Proper attribution has been given to all outside sources. I understand that I am solely responsible for obtaining any needed copyright permissions. I have obtained needed written permission statement(s) from the owner(s) of each third-party copyrighted matter to be included in my work, allowing electronic distribution (if such use is not permitted by the fair use doctrine) which will be submitted to UKnowledge as Additional File.

I hereby grant to The University of Kentucky and its agents the irrevocable, non-exclusive, and royalty-free license to archive and make accessible my work in whole or in part in all forms of media, now or hereafter known. I agree that the document mentioned above may be made available immediately for worldwide access unless an embargo applies.

I retain all other ownership rights to the copyright of my work. I also retain the right to use in future works (such as articles or books) all or part of my work. I understand that I am free to register the copyright to my work.

REVIEW, APPROVAL AND ACCEPTANCE

The document mentioned above has been reviewed and accepted by the student's advisor, on behalf of the advisory committee, and by the Director of Graduate Studies (DGS), on behalf of the program; we verify that this is the final, approved version of the student's thesis including all changes required by the advisory committee. The undersigned agree to abide by the statements above.

Brandon Reinkensmeyer, Student

Dr. Christopher K. Marshburn, Major Professor

Dr. Mark Fillmore, Director of Graduate Studies

ALTERING THE DISTANCE: USING CONSTRUAL LEVEL THEORY TO EXAMINE CONCILIATORY POLICY SUPPORT

THESIS

A thesis submitted in partial fulfillment of the
requirements for the degree of Master of Science in the
College of Arts and Sciences
at the University of Kentucky

By
Brandon A. Reinkensmeyer
Lexington, Kentucky
Director: Dr. Christopher K. Marshburn, Professor of Psychology
Lexington, Kentucky
2021

https://orcid.org/0000-0002-0575-1132

ABSTRACT OF THESIS

ALTERING THE DISTANCE: USING CONSTRUAL LEVEL THEORY TO EXAMINE CONCILIATORY POLICY SUPPORT

Distancing—a cognitive reappraisal strategy—increases conciliatory policy support (i.e., policies redressing inequity) by reducing anger. Related but distinct research has used *construal level theory* (CLT), which explains the relationship between psychological distance and mental representations (e.g., events and attitudes), to explore intergroup relations. CLT demonstrates increased psychological distance induces abstract thinking, which leads to high-level construal (HLC) mindsets. HLC mindsets, like distancing, decrease political polarization and prejudice toward out-groups. As both distancing (an appraisal technique) and HLC mindsets (a potential outcome of appraisal techniques) may decrease political polarization and prejudice toward outgroups, across two experiments, the present work investigated whether HLC mindsets—and not specific (re)appraisal techniques—decrease anger, which, then, increase conciliatory policy support. In Study 1, participants were trained to apply either distancing, HLC, or LLC appraisal training (developed for this study) to examine if they produced HLC or LLC mindsets. In Study 2, conservative White Americans applied these appraisal training on images that induced anger toward Black people to examine HLC mindsets' influence on anger and conciliatory policy support. I expected: (1) distancing and HLC appraisals to yield HLC mindsets (Study 1 and 2) and (2) HLC mindsets (yielded from distancing and HLC appraisals) to increase policy support through anger reduction (Study 2). Results partially supported hypothesis 1, whereby HLC appraisals consistently led to HLC mindsets. Counter to hypothesis 2, however, HLC mindsets decreased conciliatory policy support by increasing anger. Altogether, findings suggest distancing might not lead to HLC mindsets, but that HLC mindsets may decrease conservative White Americans' conciliatory policy support for Black Americans by exacerbating anger.

KEYWORDS: policy support, construal level theory, racial tensions, cognitive reappraisal

Brandon A. Reinkensmeyer

11/17/2021

Date

ALTERING THE DISTANCE: USING CONSTRUAL LEVEL THEORY TO EXAMINE CONCILIATORY POLICY SUPPORT

By
Brandon A. Reinkensmeyer

Dr. Christopher K. Marshburn
Director of Thesis

Dr. Mark Fillmore
Director of Graduate Studies

11/17/2021
Date

DEDICATION

To my mom, Paula, and dad, Jeff, thank you so much for all the love, support, and guidance you have given me throughout my life. I would not be able to achieve my dreams without you. I love you both!

ACKNOWLEDGMENTS

While an individual work, the following thesis benefited from the insights and direction of several people. First, I could not have completed this work without the enormous help from my mentor, Dr. Christopher K. Marshburn. You have helped me grow as a researcher and a person. To my committee members, Dr. Christia S. Brown and Dr. Kate A. Leger, thank you for your insights that guided and challenged my thinking, along with an invaluable experience that has made me a more critical researcher.

Additionally, I received equally important support from my family, friends, cohort (i.e., Andrea Pals and Kyle Rawn), and lab members (i.e., Dr. Abigail Folberg, Shelby Wynn, and Jillian Silva-Jones). You all provided helpful feedback, along with helping me stay focused and driven through this process. Thank you for all of your support.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1. INTRODUCTION

Psychological research demonstrates that systemic racism disadvantages Black people in the United States across various domains, including healthcare, education, voting, housing, media, criminal justice, and employment (e.g., Bailey et al., 2017; Phelan & Link, 2015; Wildeman & Wang, 2017). One way to ameliorate systemic racism's effects on Black people is with *conciliatory policies*—policies that promote equitable outcomes between social groups by correcting prior injustices (Sears & Henry, 2005). One example of a conciliatory policy is granting Black Americans financial reparations to remedy the negative consequences of chattel slavery, Jim Crow-era discrimination, the War on Drugs, and mass incarceration. However, despite their general endorsement of egalitarianism—or equal opportunity—many White Americans (90%) do not support *conciliatory policies* for Black Americans (AP-NORC, 2019; Johnson, 2020).

Although White Americans can provide several cognitively-based explanations for their opposition to conciliatory policies (Bonilla-Silva & Ashe, 2014; Bonilla-Silva & Dietrich, 2011; Frum, 2014; Moore, 2020; Williams, 2019)—such as, "Black people's laziness explains the racial wealth gap"—research suggests that emotions may explain their collective opposition (Porat et al., 2016; van Zomeren & Iyer, 2009). For example, because anger motivates individuals to challenge perceived threats (Cottrell et al., 2010), White Americans might experience anger toward conciliatory policies such as reparations because these policies threaten their dominant socioeconomic position (Cottrell et al., 2010; Knowles et al., 2009). Subsequently, this anger might decrease support for conciliatory policies (Banks, 2014; Cottrell et al., 2010; Halperin et al., 2013).

Research has begun exploring whether *distancing*—a cognitive (re)appraisal technique that can reduce negative emotions (e.g., anger) by increasing psychological distance between an observer and an event (e.g., Denny & Ochsner, 2014; Powers & LaBar, 2019)—can help people regulate emotions, which then increases conciliatory policy support. One study trained Jewish-Israeli participants to use distancing to reduce feelings of anger when viewing anger-inducing images of the Palestinian-Israeli conflict in Gaza (Halperin et al., 2013). Participants were instructed to respond to the anger-inducing stimuli "like scientists, objectively and analytically. . . .think about them in a cold and detached manner" (Halperin et al., 2013, p. 2) and provide ratings of their anger. Next, in an ostensibly unrelated study, participants rated their support for conciliatory policies. Results indicated distancing increased Jewish-Israeli participants' support for conciliatory policies by reducing anger (Halperin et al., 2013).

Despite evidence of distancing's efficacy for regulating emotions and influencing policy support, research has yet to provide a theoretically grounded rationale for such findings (Halperin et al., 2013; Lee et al., 2013). This lack of a theoretical framework hinders researchers' ability to fully understand what factors influence policy support and, therefore, develop fruitful interventions for viable social change. Considering the enduring racial tensions and race-based inequity plaguing the United States (Campbell & Vogel, 2019), more research is needed to elucidate the complex interplay between intergroup conflict, emotions, and policy support. Thus, the present work aims to explain the relationship between cognitive (re)appraisal techniques, anger, and policy support by using a novel application of an existing theoretical model—construal level theory (CLT; Trope & Liberman, 2010).

1.1 Construal Level Theory

CLT is a framework proposed by Trope and Liberman (2010) that explains the relationship between psychological distance and mental representations. CLT posits appraisals yield one of two mindsets—high-level construal (HLC) and low-level construal (LLC). HLC mindsets result from appraisals that increase abstract representations (e.g., the "big picture"), and they become more common as psychological distance increases. In contrast, LLC mindsets result from appraisals that increase concrete representations (e.g., the "fine details"), and they become more common as psychological distance decreases. Importantly, although psychological distance and mental representations are related, they are still distinct. Mental representations (i.e., construals) refer to *what* is being represented, whereas psychological distance refers to *where*, *when*, *whether*, and *with whom* something is represented (Trope & Liberman, 2010).

HLC mindsets may be useful in understanding intergroup relations and policy support. Specifically, HLC mindsets are associated with decreasing prejudice toward an outgroup (Luguri et al., 2012; Yogeeswaran & Dasgupta, 2014) and political polarization (Yang et al., 2013). HLC mindsets may also encourage positive intergroup behavior by promoting emotion regulation. For example, participants in one study recalled an anger-eliciting interpersonal experience. They were instructed to reappraise the experience by either immersing themselves in the episode and focusing on their anger or stepping away from the episode and focusing on why they felt angry (Kross et al., 2005). Participants who stepped away (i.e., distanced) and focused on *why* they experienced anger reported lower levels of anger on explicit and implicit measures. The relationship was mediated by the degree to which individuals interpreted their experience abstractly (e.g., understanding why the anger-eliciting episode occurred). These abstract interpretations are consistent

with the processing style of individuals in HLC mindsets (i.e., a focus on the big picture and meaning of a stimulus), which suggests the participants possessed HLC mindsets (Liberman et al., 2007; Malkoc et al., 2010; Smith & Trope, 2006). Taken together, a (re)appraisal technique that results in HLC mindsets may allow individuals to reflect on anger-inducing stimuli without increasing their present feelings of anger.

HLC mindsets may also influence attitudes around conciliatory policy support. For example, one study tested if HLC mindsets reduced polarized attitudes toward the proposal to build a Ground Zero Mosque near the site of the 9/11 terrorist attacks in New York City (Yang et al., 2013). HLC or LLC (e.g., concrete details) mindsets were induced among political liberals and conservatives with opposing attitudes to the proposed mosque. For participants with LLC mindsets, conservatives appraised the Ground Zero Mosque proposal negatively, and liberals appraised the proposal positively. Conservatives and liberals with HLC mindsets did not differ in their evaluations—both groups appraised the proposal neutrally (Yang et al., 2013). The findings suggest that fostering HLC mindsets is a valuable technique to promote political compromise on controversial conciliatory policies.

1.1.1 HLC Mindsets and Distancing

Both HLC mindsets and distancing have been shown to reduce political intolerance across the political spectrum (Halperin et al., 2014; Lee et al., 2013; Luguri et al., 2012; Yang et al., 2013) and influence policy support (Fleischmann & Burgmer, 2019; Halperin et al., 2013; Yang et al., 2013). HLC mindsets and distancing may also promote emotion regulation—such as reducing negative affect (e.g., anger)—by allowing people to reflect on why they are feeling negative affect or increase their distance from it, respectively

(Davis et al., 2011; Halperin & Gross, 2011; Halperin et al., 2013; Kross et al., 2005). HLC mindsets' and distancing's promotion of emotion regulation is further supported by their ability to reduce the biological indices of emotional arousal (Ayduk & Kross, 2010; Buhle et al., 2014; Ochsner et al., 2012). Taken together, it is possible that HLC mindsets and distancing may influence policy support through emotion regulation. Indeed, two studies have shown that distancing may influence policy support by reducing negative affect (i.e., anger, disgust; Halperin et al., 2013; Lee et al., 2013). Although no single study has shown that HLC mindsets can do the same, independent studies suggest that HLC mindsets may also reduce anger (Kross et al., 2005) and increase conciliatory policy support (Fleischmann & Burgmer, 2019; Yang et al., 2013).

Outcomes associated with HLC mindsets and distancing appraisals may be because distancing leads to HLC mindsets. HLC mindset appraisals (or inductions that lead to HLC mindsets) commonly instruct participants to iteratively ask *why* questions (Freitas et al., 2004; Kross et al., 2005; Luguri et al., 2012; Yang et al., 2013; Yogeeswaran & Dasgupta, 2014). For instance, why might a person support reparations? Perhaps to promote peace. Why might a person want to promote peace? Perhaps to avoid conflict. Asking iterative why questions increasingly place a stimulus out-of-context, making it more abstract (vs. concrete). Similarly, distancing appraisals place a stimulus out-of-context by instructing participants to interpret a stimulus from a detached perspective, such as from a third-person observer (e.g., a scientist) or imagining that stimulus took place in the distant past or location (Halperin et al., 2013; Powers & LaBar, 2019). These instructions increase the psychological distance between the observer and stimulus by making the observer imagine

they are somebody else, the stimulus is temporally far, or the stimulus is spatially far, respectively (Soderberg et al., 2015).

Altogether, both HLC and distancing appraisals may yield HLC mindsets, albeit through different means (e.g., Denny & Ochsner, 2014; Yogeeswaran & Dasgupta, 2014). HLC appraisals promote abstract representations, which are a defining component of HLC mindsets. Alternatively, distancing appraisals increase psychological distance, which is associated with (but distinct from) HLC mindsets (e.g., Trope & Liberman, 2010). Nonetheless, research demonstrates that increased psychological distance yields HLC mindsets (Soderberg et al., 2015). This suggests the possibility that HLC mindsets—and not specific (re)appraisal techniques (e.g., distancing)—explain distancing's and HLC mindsets' shared experimental outcomes. Specifically, it may be HLC mindsets that lead to emotion regulation (i.e., decreased negative affect), which, in turn, influences conciliatory policy support.

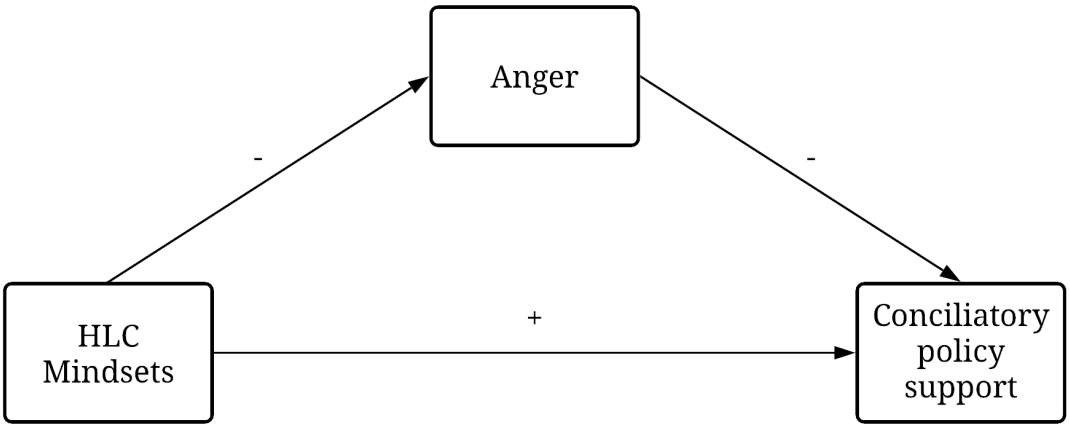
1.2 Current Studies

Across two studies, I investigated whether HLC mindsets—not specific (re)appraisal techniques (e.g., distancing)—led to decreases in anger, which then increased conciliatory policy support. In Study 1, I tested whether a distancing appraisal technique (modeled after Halperin et al., 2013) and an HLC appraisal technique (created by the lead researcher and modeled after Halperin et al., 2013) resulted in HLC mindsets. Because previous research suggest distancing and HLC (re)appraisals may increase psychological distance and abstract representations (e.g., Davis et al., 2011; Yang et al., 2013)—which are associated with or a defining component of HLC mindsets, respectively (Trope & Liberman, 2010)—and share similar experimental outcomes (e.g., Fleischmann &

Burgmer, 2019; Halperin et al., 2013; Kross et al., 2005), I hypothesized that distancing and HLC appraisals would lead to higher scores (i.e., HLC mindsets) on a construal level mindset measure relative to a control group (i.e., LLC appraisal).

In Study 2, I extended Study 1 and investigated if distancing and HLC appraisals led to HLC mindsets, and whether HLC mindsets increased conciliatory policy support by decreasing anger. Specifically, I predicted that HLC mindsets—regardless of the specific strategies to achieve them—would increase conciliatory policy support, and this relationship would be mediated by decreased anger (see Figure 1.1).

Figure 1.1 Hypothesized Mediation Model



CHAPTER 2. STUDY 1 METHOD

2.1 Participants

Past literature demonstrate that the effects of distancing appraisals on construal level mindsets exhibit reliable medium effect sizes (Soderberg et al., 2015). To detect a small to medium effect (f^2 = .175) of three groups as estimated by G*Power (Faul et al., 2007), 80% power requires 318 participants to get an effect significant at p = .05. I recruited 423 participants through the online research community ResearchMatch to complete an online study. Because of a coding error, I excluded 114 participants from analyses because they could not complete all measures. However, I reported analyses with the participants who saw the coding error in Appendix A. The final sample included 309 participants (M_{age} = 52.78, SD = 16.67) who were primarily women (68.3%), with 1.3% identifying as a gender other than a man or woman. The majority (84.5%) of participants were White (3.9% were Black, 0.6% were Mexican, and 11% identified as some other race). Most participants (56%) identified as middle class (e.g., government employee, teacher, steady employment, health benefits) and 16.8% identified as upper-middle-class (e.g., professionals such as physicians, lawyers, CEOs, owners of major industries, maybe some inherited wealth, high earned income).

2.2 Materials and Measures

2.2.1 Appraisal Trainings

Participants were randomized into an extensive training (modeled after Halperin et al., 2013) to learn one of three appraisal strategies: distancing, HLC, or LLC. The training consisted of evaluating two neutrally valanced images downloaded from the International

Affective Picture System (Lang et al., 2008). Participants were trained to focus on or ignore specific aspects of the images depending on their appraisal condition. The appraisal trainings were modeled from prior research that trained participants to use distancing appraisals to increase conciliatory policy support by decreasing anger (Halperin et al., 2013). The *distancing training* instructed participants to "respond to the image like a scientist, objectively and analytically—to think about it in a cold and *detached* manner." Rather than using existing HLC mindset induction procedures, I developed the HLC appraisal training to mirror the distancing appraisal training in order to preserve similarity between the trainings and avoid potential confounds. The *HLC training* instructed participants to "focus on *why* the people in the image are doing what they're doing." Lastly, as a reference group for the distancing and HLC training, I created an LLC training to induce LLC mindsets, which are the opposite of HLC mindsets (Trope & Liberman, 2010), and instructed participants to "focus on *how* the people in the image are doing what they're doing." See Appendix B for complete Study 1 appraisal training procedure and stimuli.

After being trained, participants evaluated four (out of 10) randomly selected images. Each image was presented separately and was accompanied by three multiple-choice options describing appraisal responses that corresponded to one of the trainings (i.e., distancing, HLC, LLC). Participants who chose the appropriate appraisal example that corresponded to their respective training advanced to evaluate the next image; participants who answered incorrectly received a prompt explaining why the selected option was incorrect, followed by an opportunity to answer correctly. Participants had a total of three chances to correctly interpret an image. The process continued until participants interpreted four images correctly.

2.2.2 Behavioral Identification Form

Participants' construal mindsets (the primary outcome variable) were measured with the 25-item Behavioral Identification Form (BIF; Vallacher & Wegner, 1989). Each item describes a target behavior (e.g., "making a list") and instructs participants to choose a preferred alternative description—an HLC (*why*) alternative (e.g., "getting organized") or an LLC (*how*) alternative (e.g., "writing things down"). See Appendix C for the full measure. Preference for the HLC alternative was coded as 1, whereas the LLC alternative preference was coded as 0. Participants' scores across the 25 items were averaged to create an index of construal level from 0 to 1, with higher scores indicating stronger HLC mindsets ($\alpha = .92$).

2.2.3 Brief Mood Introspection Scale

To account for any potential effect of participants' mood on the relationship between our primary variables, mood was measured before and after the appraisal training with the Brief Mood Introspection Scale (BMIS; Mayer & Gaschke, 1988). The BMIS measures mood with a composite that contains 16 items: lively, drowsy, happy, grouchy, sad, peppy, tired, nervous, caring, calm, content, loving, gloomy, fed up, jittery, and active. Answer choices ranged from 1 (*definitely do not feel)* to 5 (*definitely feel)*. See Appendix C for the full measure. The pre-training ($\alpha = .86$) and post-training ($\alpha = .87$) BMIS item scores were averaged separately to create an index of mood pleasantness, with higher scores indicating more pleasant moods. To measure participants' mood changes from before to after the training, I created a difference score by subtracting the average post-training BMIS score from the pre-training BMIS score (Castro-Schilo & Grimm, 2018). A

positive BMIS difference score indicates participants felt more pleasant moods after the training than before the training.

2.2.4 Modified State-Dependent Emotion Regulation Questionnaire

Participants completed a modified 10-item Emotion Regulation Questionnaire (ERQ; Gross & John, 2003). The modified ERQ asks questions about participants' emotion regulation during the training (e.g., "when I wanted to feel more positive emotion, I changed the way I thought about the image"). Answer choices range from 1 (*strongly disagree*) to 7 (*strongly agree*). See Appendix C for the full measure. The item scores were averaged to create an emotion regulation index, with higher scores indicating higher emotion regulation usage during the training ($\alpha = .84$).

2.3 Procedure

Participants began the online study by watching a silent nature video intended to neutralize their mood and then completed the BMIS to self-report their pre-training mood. Participants were then randomly assigned to one of three appraisal trainings (i.e., HLC, LLC, or distancing) and completed the BMIS again to self-report their post-training mood. Participants next completed the BIF to assess their relative construal level mindsets and the ERQ to measure their use of emotion regulation, with both randomized to eliminate any order effects. Finally, participants were probed for suspicion, completed a demographic questionnaire, were fully debriefed, and completed a data consent form.

CHAPTER 3. STUDY 1 RESULTS

3.1 Descriptive Statistics and Correlations

Table 3.1 displays means, standard deviations, and correlations among primary study variables.

Table 3.1 Study 1 Correlations Among Primary Study Variables

Variable	1	2	3	4	5	6	7	8
Appraisal Training								
1. Distancing	–							
	(309)							
2. HLC	-.50***	–						
	(309)	(309)						
3. LLC	-.50***	-.51***	–					
	(309)	(309)	(309)					
Primary Study Variables								
4. Construal level [a]	-.03	.30***	-.27***	–				
	(303)	(303)	(303)	(303)				
5. Pre-training mood	.05	-.05	.003	.06	–			
	(295)	(295)	(295)	(290)	(295)			
6. Post-training mood	.09	-.04	-.05	.08	.75***	–		
	(303)	(303)	(303)	(297)	(291)	(303)		
7. Mood change	.09	.02	-.11	.006	-.37***	.34***	–	
	(291)	(291)	(291)	(286)	(291)	(291)	(291)	
8. Emotion regulation [b]	.005	-.02	.02	.07	-.07	-.11	-.05	–
	(304)	(304)	(304)	(302)	(291)	(298)	(287)	(304)
Mean				.52	2.80	2.80	-.007	4.03
SD				.26	.48	.48	.34	1.00

Note. n is listed in parentheses beneath each correlation. Unless noted, variables range from 1 to 6, with higher numbers indicating more.

[a] Ranges from 0 to 1. [b] Ranges from 1 to 7 with higher numbers indicating more.

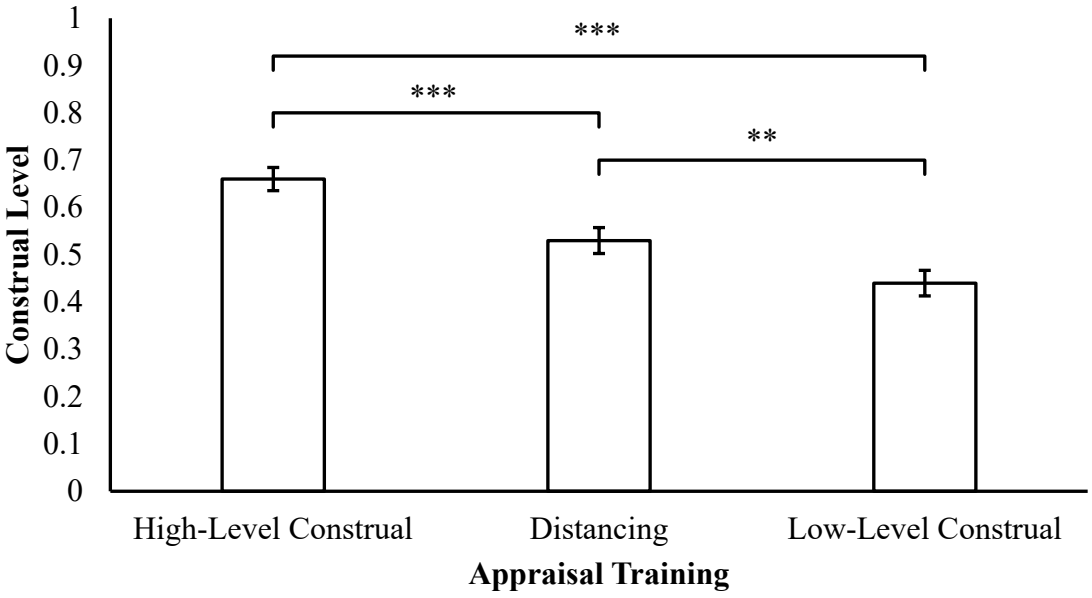
* $p < .05$, ** $p < .01$, *** $p < 0.001$.

3.2 Appraisal Trainings and Construal Level Mindsets

To test whether distancing appraisals induced HLC mindsets, I conducted a one-way analysis of variance (ANOVA) with Bonferroni adjusted pairwise comparisons (α = .0167; .05/3), controlling for mood change (i.e., difference score between pre- and post-stimulus BMIS ratings) and emotion regulation (i.e., ERQ). All pairwise comparisons are presented in Figure 3.1. There was 1.94% missing data on the BIF (accounted for by pairwise deletion), and all assumptions were met (homogeneity of variances, no outliers, normal distributions).

Results indicated differences between the appraisal trainings, $F(4, 280) = 8.90$, $p < .001$, $d = .70$, 95% CI [.35, .97]. In line with my predictions, Bonferroni corrected pairwise comparisons revealed mean differences among BIF scores for the HLC training ($M = .63$, $SD = .24$; $t(281) = -5.82$, $p < .001$, $d = .69$, 95% CI [.39, .97]), and the distancing training ($M = .52$, $SD = .25$; $t(281) = 2.79$, $p = .01$, $d = .33$, 95% CI [.03, .61]), relative to the LLC training ($M = .42$, $SD = .26$). The average BIF for the HLC training and the distancing training were also significantly different from each other, which was not hypothesized, $t(281) = 2.87$, $p = .004$, $d = .34$, 95% CI [.05, .62].

Figure 3.1 Study 1 Pairwise Comparisons of Mean Construal Levels Across Appraisal Trainings



Note. Asterisks denote the *p*-value of pairwise comparison between two groups.

** $p < .01$, *** $p < 0.001$.

CHAPTER 4. STUDY 1 DISCUSSION

I examined whether a distancing and HLC appraisal training would result in HLC mindsets. The results supported my hypothesis wherein the HLC and distancing appraisal training led to higher average BIF scores (i.e., HLC mindsets) relative to the LLC appraisal training. However, the results did not support my hypothesis that the HLC and distancing appraisal trainings would yield similar BIF scores, as the HLC appraisal training resulted in statistically higher average BIF scores (i.e., greater HLC mindsets) than the distancing appraisal training. One potential reason for these results may be the instructions given to participants in the distancing appraisal training. Participants were instructed to view the images like a scientist and to imagine themselves as someone else, which should increase abstract representations. However, they were also instructed to focus on where the people were and what they looked like. This direction may have increased an emphasis on the images' concrete features, which is a main component of LLC mindsets (Trope & Liberman, 2010), and may explain why the distancing appraisal training elicited a weaker HLC mindset (i.e., lower average BIF scores) than the HLC appraisal training. Nonetheless, this study's findings suggested that distancing appraisal training resulted in HLC mindsets (relative to an LLC appraisal training).

Because prior research shows distancing appraisal training may increase conciliatory policy support (Halperin & Gross, 2011; Halperin et al., 2013), it is possible that any training that results in HLC mindsets may increase conciliatory policy support. Moreover, this relationship might be mediated by reductions in anger. Study 2 examined this question.

CHAPTER 5. STUDY 2 OVERVIEW

Study 2's purpose was to replicate and extend the findings of Study 1. Similar to Study 1, Study 2 investigated whether distancing and HLC appraisal training induced HLC mindsets relative to the LLC appraisal training. I hypothesized that both HLC and distancing appraisal training would lead to higher BIF scores (i.e., HLC mindsets) than a control group (i.e., LLC appraisal). In line with Study 1's results, I also hypothesized that HLC appraisal training would result in higher average BIF scores than distancing appraisal training.

Study 2's primary purpose was to examine whether conservative White Americans in HLC mindsets (relative to LLC mindsets) would increase conciliatory policy support for Black Americans, mediated by decreased anger. I recruited self-identified Republican White Americans as they were most likely to oppose conciliatory policies for Black Americans (AP-NORC, 2019; Johnson, 2020). I hypothesized that HLC mindsets would predict greater conciliatory policy support (as measured by a composite), mediated by decreased anger (as measured by a single item, in line with previous research; Halperin et al., 2013), because past research suggests that HLC mindsets may reduce anger (Kross et al., 2005) and, separately, increase conciliatory policy support (Fleischmann & Burgmer, 2019; Yang et al., 2013).

Additionally, I also conducted several exploratory analyses to investigate the relationships between my study variables further. In the study, if participants indicated they felt angry from the images, they were asked to indicate what made them angry (e.g., police brutality, the protestors). Accordingly, I first investigated if participants' BIF scores significantly predicted the reasons driving participants' anger because, although I expected

that HLC mindsets would decrease conservative White Americans' anger toward the protestors, HLC mindsets could also have influenced their anger for the other reasons provided. For example, because past research suggest HLC mindsets may increase conciliatory policy support (Fleischmann & Burgmer, 2019; Yang et al., 2013), perhaps they do so by increasing anger toward abstract concepts like police brutality. Second, the reasons driving participants' anger or hostility (as measured by the PANAS-X hostility subscale composite) may have uniquely affected their conciliatory policy support. For example, anger toward systemic racism could increase conciliatory policy support, whereas anger toward the protestors could decrease conciliatory policy support. Because of this, I investigated which reasons driving participants' anger predicted support for the conciliatory policy support composite. Third, because the conciliatory policy support items I chose vary on their perceived objectionability (e.g., reparations are opposed more than employers advertising to Black Americans), it is possible that participants' BIF scores, hostility, and the reasons driving participants anger may exert varying levels of influence on each item. I examined these effects with six regression analyses. Lastly, although past research suggests that anger mediated the relationship between appraisal training and policy support (Halperin et al., 2013), other factors may have mediated this relationship. I tested this possibility with several mediation analyses.

CHAPTER 6. STUDY 2 METHOD

6.1 Participants

Given the limited research around construal level mindsets and conciliatory policy support in our population, I chose a conservative effect size estimate. To detect a small effect ($f^2 = .02$) with up to six predictors as estimated by G*Power (Faul et al., 2007), 80%

power required a sample of 688 participants to get an effect significant at $p = .05$. I recruited 666 participants through the online research communities ResearchMatch (5.76%) and Prolific (94.24%) to complete an online study. I excluded six people who self-identified as a race or ethnicity other than White. The final sample included 660 participants (M_{age} = 38.35, SD = 15.78) who were primarily women (65.8%), with no participants identifying as a gender other than a man or woman. All participants were White. Most participants (60.2%) identified as middle-class (e.g., government employee, teacher, steady employment, health benefits), 13.8% identified as upper-middle-class (e.g., professionals such as physicians, lawyers, CEOs, owners of major industries, maybe some inherited wealth, high earned income), and 12.4% identified as lower-middle-class (e.g., skilled trade such as carpentry, small entrepreneurs, steady employment).

6.2 Materials and Measures

6.2.1 Appraisal Trainings

Participants completed a modified version of Study 1's appraisal training with a few notable exceptions (see Appendix B for Study 2's training). Participants were randomized into a distancing, an HLC, or an LLC appraisal training. The training required participants to evaluate two pre-rated anger-inducing images (instead of Study 1's neutral images). Participants were trained to focus on or ignore specific aspects of the images depending on their appraisal condition. After the training, participants evaluated four anger-inducing images. Each image was presented separately and was accompanied by three multiple-choice options describing appraisal responses that correspond to one of the trainings (i.e., distancing, HLC, LLC). Participants who chose the appropriate appraisal

example that corresponded to their respective training advanced to evaluate the next image; participants who answered incorrectly received a prompt that explained why the selected option was incorrect, followed by an opportunity to answer correctly. Participants had a total of two chances to correctly interpret an image. The process continued until participants interpreted four images correctly.

6.2.2 Stimuli

To test the relationship between anger, appraisal training, and conciliatory policy support for Black Americans, participants viewed four images depicting Black people, which were intended to induce anger (e.g., Black people protesting police brutality). The images (selected by the lead researcher and modeled after Halperin et al., 2013) were pre-rated in a separate study where participants viewed the images and rated their subsequent feelings of anger using the hostility subscale from the Positive and Negative Affect Schedule-Expanded Form (PANAS-X; Watson & Clark, 1994). The stimuli were presented in random order to eliminate any possible ordering effects. Four images that induced the most anger toward Black people were selected for the study (see Appendix B for an example).

6.2.3 Modified Positive and Negative Affect Hostility Subscale

Participants' pre- and post-training anger was measured from a single item (i.e., "angry") in a modified hostility subscale from the Positive and Negative Affect Scale—Extended version (PANAS-X; Watson & Clark, 1994). This subscale contains 9-items: angry, irritable, hostile, scornful, disgusted, loathing, fearful, hateful, and enraged. The items were measured on a scale of 1 (*not at all*) to 6 (*very much so*). Scores were averaged such that higher scores indicated greater levels of hostility. The pre-training ($\alpha = .90$) and

post-training (α = .95) composite scores were reliable. See Appendix C for the full measure. Replicating previous research (Halperin et al., 2013), the single anger item was analyzed alone, with higher scores indicating greater anger levels. For exploratory purposes, the 9-item hostility subscale items were also averaged such that higher scores indicated greater levels of hostility.

Participants who indicated feeling "angry" after completing the appraisal training also answered questions to indicate the reason for their anger. Participants used a scale ranging from 1 (*not at all*) to 6 (*very much so*) to indicate the extent to which the five following factors influenced their anger rating: (a) "systemic racism against Black people," (b) "police brutality against black people," (c) "the protestors in the images," (d) "the protestors in the images being disruptive," and (e) "I felt anger for other reasons." Each item was analyzed separately, and answer choices were averaged such that higher scores indicated greater anger.

6.2.4 Conciliatory Policy Support

Participants' conciliatory policy support was measured using six items developed by the lead researcher and derived from previous research (Campo et al., 2004; Johnson, 2020; Lowery et al., 2006). Participants used a 1 (*highly oppose*) to 6 (*very much in favor*) scale to indicate the extent to which they supported the following policies: (a) "Companies and organizations should make extra efforts to advertise to large Black American audiences but should not account for racial identity in the hiring process" (Lowery et al., 2006, p. 963), (b) "The U.S. government should build a federal monument that acknowledges slavery occurred in the country" (Campo et al., 2004, p. 122), (c) "Companies and organizations should offer training to Black Americans during the job application process

but should not allow racial identity to bias hiring decisions" (Lowery et al., 2006, p. 963), (d) "The federal government should provide a formal apology to Black people who are the descendants of U.S. slaves" (Campo et al., 2004, p. 122), (e) "The federal government should provide Black Americans with taxpayer money to pay for damages to descendants of enslaved people in the United States" (Johnson, 2020), and (f) "Black Americans should be offered a job as long as they meet the minimum level of qualifications" (Lowery et al., 2006, p. 963). See Appendix C for the full measure.

As some policies are more favorable than others, I explored whether the relationship between mindset induction techniques, anger, and conciliatory policy support changed based on the policy's perceived objectionability. The scale items reflect policies with low, medium, and high levels of objectionability. Past research determined objectionability using two factors: How much group membership influences hiring decisions (Lowery et al., 2006) and the percent of White Americans who support a policy (Campo et al., 2004; Johnson, 2020). By this metric, items a and b had low objectionability, items c and d were moderately objectionable, and items e and f were highly objectionable.

Each item was analyzed separately—to examine the potential effects of perceived objectionability on the primary variables' relationships—and averaged together—to examine the effect of overall conciliatory policy support on the primary variables' relationships ($\alpha = .76$). Higher scores indicate more conciliatory policy support for Black Americans.

6.2.5 Internal and External Motivation to Respond Without Prejudice

Participants' motivation to control prejudice on the policy support scale was controlled by the Internal and External Motivation to Respond Without Prejudice scale

(Plant & Devine, 1998). The 10-item scale contains 5-items for external motivation (EM; α = .88; e.g., "If I acted prejudiced toward Black people, I would be concerned that others would be angry with me") and 5-items for internal motivation (IM; α = .87; e.g., "I am personally motivated by my beliefs to be nonprejudiced toward Black people"). Answer choices range from 1 (*strongly disagree*) to 7 (*strongly agree*). See Appendix C for the full measure. The internal and external motivation items were averaged separately to create two indices of motivation to control prejudice, with higher scores indicating higher motivation to control prejudice.

6.2.6 Marlowe-Crowne Social Desirability

The Marlowe-Crowne Social Desirability scale controlled participants' motivation to respond to the policy support scale in socially desirable ways (α = .80; Reynolds, 1982). The scale contains 13 items (e.g., "I am always courteous, even to people who are disagreeable") and uses a true-false response format, where false responses are coded 0, and true responses are coded 1. See Appendix C for the full measure. The items were averaged to create social desirability index, with higher scores indicating greater preferences for social desirability.

6.3 Procedure

Participants completed an online experiment. To reduce suspicion of the study's real purpose, participants were told that they would be randomly placed into one of several conditions that assess social attitudes such as attitudes toward the homeless, Black Lives Matter, LGBT+, immigrant, or pro-life communities. Participants then watched a silent nature video intended to neutralize their mood and completed the PANAS-X hostility

subscale to self-report their pre-training anger and other emotions. Next, participants were randomized into one of three appraisal trainings (i.e., HLC, LLC, or distancing) to learn how to appraise anger-inducing images. Participants completed the PANAS-X hostility subscale to measure their post-training anger and other emotions. Participants then completed the BIF to assess their relative construal level and the conciliatory policy support questionnaire to measure policy support, with both presented in random order to eliminate any potential order effects. In random order, participants then completed measures of emotion regulation (i.e., ERQ), motivation to control prejudice (i.e., IM and EM), and the Marlow-Crowne Social Desirability to measure their motivation to be socially desirable. Finally, participants were probed for suspicion, completed demographics, debriefed, and completed a data consent form.

CHAPTER 7. STUDY 2 RESULTS

7.1 Descriptive Statistics and Correlations

Means for all variables and pairwise correlations are displayed in Table 7.1. Means for all variables by condition are displayed in Table 7.2.

Table 7.1 Study 2 Correlations Among Primary Study Variables

	Variable	1	2	3	4	5	6	7	8	9	10	11
Appraisal Training												
1.	Distancing	–										
		(660)										
2.	HLC	-.50***	–									
		(660)	(660)									
3.	LLC	-.49***	-.51***	–								
		(660)	(660)	(660)								
Primary Study Variables												
4.	Construal level [a]	-.09*	.25***	-.17***	–							
		(660)	(660)	(660)	(660)							
5.	Policy support	-.05	.05	.003	.03	–						
		(660)	(660)	(660)	(660)	(660)						
6.	Pre-training anger item	-.08*	.10*	-.01	.06	.05	–					
		(660)	(660)	(660)	(660)	(660)	(660)					
7.	Post-training anger item	-.05	.09*	-.03	.08*	-.14***	.15***	–				
		(659)	(659)	(659)	(659)	(659)	(659)	(659)				
8.	Internal motivation [b]	.02	-.01	-.003	.12**	.37***	-.05	-.19***	–			
		(660)	(660)	(660)	(660)	(660)	(660)	(660)	(660)			
9.	External motivation [b]	-.01	.03	-.02	-.10*	.12**	.08*	.08*	-.06	–		
		(660)	(660)	(660)	(660)	(660)	(660)	(659)	(660)	(660)		
10.	Social desirability [a]	-.03	-.01	.04	-.08*	-.07	.06	.03	-.15***	.19***	–	
		(660)	(660)	(660)	(660)	(660)	(660)	(659)	(660)	(660)	(660)	

11.	Emotion regulation [b]	-.02	.02	-.001	.03	.24***	.03	-.09*	.14***	.14***	-.10*	–
		(650)	(650)	(650)	(650)	(650)	(650)	(649)	(650)	(650)	(650)	(650)
Mean					.61	2.98	1.16	2.43	5.38	3.80	.52	4.23
SD					.29	.97	.58	1.59	1.26	1.51	.25	1.02
n					660	660	660	659	660	660	660	650

Note. n is listed in parentheses beneath each correlation. Unless noted, variables range from 1 to 6, with higher numbers indicating more.

[a] Ranges from 0 to 1. [b] Ranges from 1 to 7 with higher numbers indicating more.

* $p < .05$, ** $p < .01$, *** $p < 0.001$.

Table 7.2 Study 2 Means and Standard Deviations by Condition

Condition	Distancing			HLC			LLC		
	n	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Construal level [a]	212	.57	.29	228	.71	.26	220	.54	.29
Policy support [b]	212	2.90	.94	228	3.05	0.98	220	2.98	1.00
Pre-training anger item [b]	212	1.09	.37	228	1.24	0.72	220	1.15	.56
Post-training anger item [b]	212	2.30	1.60	227	2.62	1.58	220	2.36	1.58
Internal motivation	212	5.41	1.28	228	5.36	1.26	220	5.38	1.24
External motivation	212	3.77	1.48	228	3.87	1.54	220	3.76	1.50
Social desirability [a]	212	.51	.26	228	.52	.25	220	.54	.25
Emotion regulation	210	4.20	1.03	228	4.26	1.00	214	4.23	1.03

Note. Unless noted, variables range from 1 to 7, with higher numbers indicating more.

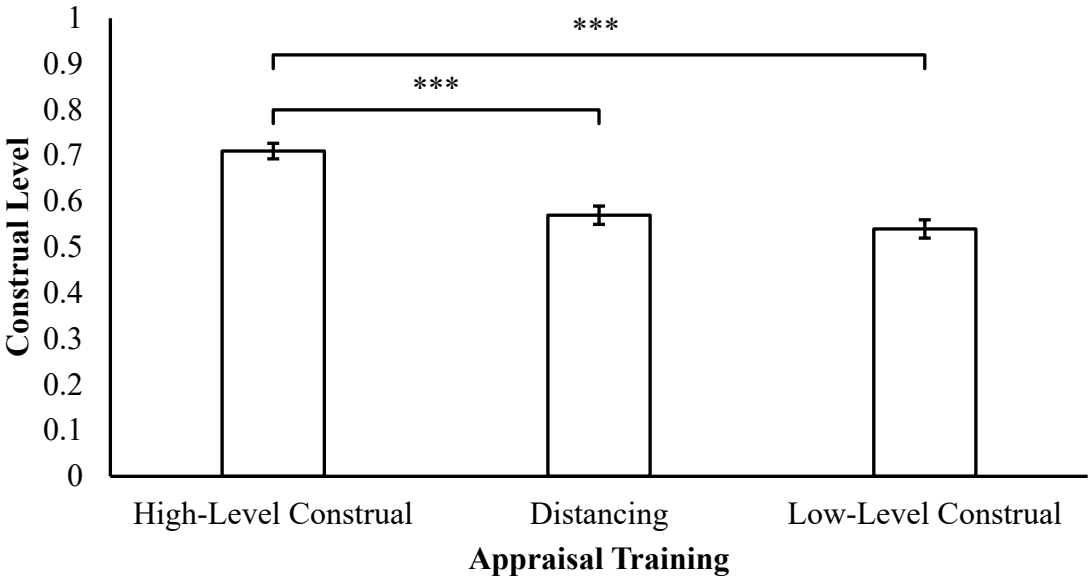
[a] Ranges from 0 to 1. [b] Ranges from 1 to 6 with higher numbers indicating more.

7.2 Appraisal Trainings and Construal Level Mindsets

Extending Study 2, I hypothesized that both HLC and distancing appraisal training would lead to higher BIF scores (i.e., HLC mindsets) than a control group (i.e., LLC appraisal). In line with Study 1's results, I also hypothesized HLC appraisals would result in higher average BIF scores than distancing appraisals. To test this hypothesis, I conducted an ANOVA with Bonferroni adjusted pairwise comparisons ($\alpha = .0167$; .05/3), controlling for pre- and post-training anger and emotion regulation. There was no missing data on the BIF, the residuals were homoscedastic, and there were no outliers. Results indicated differences in construal levels between the appraisal trainings, $F(5, 643) = 10.46$, $p < .001$, $d = .59$, 95% CI [.35, .74] (see Figure 7.1 for pairwise comparisons).

In line with predictions, Bonferroni corrected pairwise comparisons revealed mean differences among BIF scores for the HLC appraisal training ($M = .71$, $SD = .26$) and the LLC appraisal training ($M = .54$, $SD = .29$), $t(644) = -6.18$, $p < .001$, $d = .50$, 95% CI [.31, .69]. The HLC appraisal training also had significantly higher BIF scores than the distancing appraisal training, $t(644) = 5.08$, $p < .001$, $d = .42$, 95% CI [.23, .61]. However, the distancing ($M = .57$, $SD = .29$) and LLC appraisal training's BIF scores were not significantly different, $t(644) = 1.08$, $p = .28$, $d = .08$, 95% CI [.00, .27]. This comparison was not hypothesized. Nonetheless, the overall pattern partially supports my hypotheses and is consistent with Study 1's results.

Figure 7.1 Study 2 Pairwise Comparisons of Mean Construal Levels Across Appraisal Trainings



Note. Asterisks denote the *p*-value of pairwise comparison between two groups.

*** $p < 0.001$.

7.3 Anger

I investigated whether BIF scores significantly predicted the single item post-training anger score, controlling for the single pre-training anger item, the reasons driving the anger, motivation to control prejudice, and emotion regulation (see Table 7.3). I hypothesized that higher construal level scores would predict lower anger.

The data did not violate any OLS regression assumptions of linearity (via visual inspection of all correlations between the IVs and the DV), lack of multicollinearity (as measured by variance inflation and tolerance), or independent residuals (as measured by Durbin Watson's d test [d =2.04]). However, the data did violate the OLS regression assumption of homoscedastic error variances (as measured by White's test, $p < .001$, and Breusch-Pagan's test, $p = .02$). To correct this, I ran a Weighted Least Squares (WLS) regression analysis (Montgomery et al., 2001).

Table 7.3 WLS Regression Analysis Predicting Post-Training Anger Item

	Anger (N = 377)					
	b	*SE(b)*	β	*t*	95% CI	
Construal levels [a]	-0.56*	0.22	-0.12	-2.59	-0.99	-0.13
Pre-training anger item	0.14*	0.06	0.11	2.14	0.01	0.26
Anger at systemic racism	0.12	0.06	0.15	1.87	-0.01	0.24
Anger at police brutality	-0.07	0.06	-0.08	-1.07	-0.18	0.05
Anger at the protestors	0.19***	0.05	0.28	4.25	0.10	0.28
Anger at the protestors being disruptive	0.21***	0.05	0.31	4.60	0.12	0.30
Anger for other reasons	0.12***	0.04	0.18	3.33	0.05	0.19
Internal motivation to control prejudice [b]	-0.01	0.05	-0.01	-0.21	-0.10	0.08
External motivation to control prejudice [b]	-0.03	0.04	-0.04	-0.77	-0.11	0.05
Emotion regulation [b]	0.05	0.06	0.04	0.79	-0.07	0.17
Constant	1.42***	0.41	–	3.47	0.61	2.22
F(df, df)	F(10, 366) = 15.51***					
Adjusted R^2	.28					

Note. Unless noted, variables range from 1 to 6, with higher numbers indicating more.

[a] Ranges from 0 to 1. [b] Ranges from 1 to 7 with higher numbers indicating more.

*p < .05, **p < .01, ***p < .001.

The regression analysis suggests that higher construal levels significantly predicted lower anger levels on the single post-training anger item, supporting my hypothesis. Given these results, anger may be mediating the relationship between construal levels and conciliatory policy support, such that this relationship is statistically insignificant (as reported in Table 7.4). I also conducted exploratory regression analyses investigating whether participants' construal level scores predicted the reasons underlying participants' anger. Only one analysis was significant and suggested that higher construal levels predicted greater anger "for other reasons" (see Table A4.3 in Appendix 4).

7.4 Policy Support

I then tested whether BIF scores and the single item anger measure (as done by Halperin et al., 2013) predicted conciliatory policy support by using OLS regression analyses to regress BIF scores and anger on conciliatory policy support, controlling for the single pre-training anger item, motivation to control prejudice, and emotion regulation. I hypothesized that higher BIF scores would predict greater conciliatory policy support, and higher anger scores would predict lower conciliatory policy support. The data did not violate any OLS regression assumptions of linearity (via visual inspection of all correlations between the IVs and the DV), lack of multicollinearity (as measured by variance inflation and tolerance), independent residuals (as measured by Durbin Watson's *d* test [$d = 1.90$]), or homoscedastic error variances (as measured by White's test, $p = .08$, and Breusch-Pagan's test, $p = .12$). Table 7.4 displays the OLS regression model. The single post-training anger item significantly predicted conciliatory policy support, such that greater anger predicted less conciliatory policy support, which is in line with my

predictions. However, contrary to my predictions, participants' construal level scores did not significantly predict conciliatory policy support.

Table 7.4 OLS Regression Analysis Predicting Conciliatory Policy Support Composite

	Conciliatory Policy Support (N = 649)					
	b	*SE(b)*	β	*t*	95% CI	
Construal levels [a]	-.01	0.12	-.003	-0.09	-.24	.22
Pre-training anger item [b]	0.17*	0.08	0.08	2.29	0.03	0.33
Post-training anger item [b]	-0.05*	0.02	-0.08	-2.10	-0.09	-0.003
Internal motivation to control prejudice	0.27***	0.03	0.38	10.54	0.22	0.32
External motivation to control prejudice	0.06**	0.02	0.10	2.88	0.02	0.11
Emotion regulation	0.15***	0.03	0.17	4.76	0.09	0.21
Constant	0.53*	0.23	–	2.35	0.09	0.97
F(df, df)	F(6, 642) = 31.21***					
Adjusted R^2	.22					

Note. Unless noted, variables range from 1 to 7, with higher numbers indicating more.

[a] Ranges from 0 to 1. [b] Ranges from 1 to 6, with higher numbers indicating more.

*p < .05, **p < .01, ***p < .001.

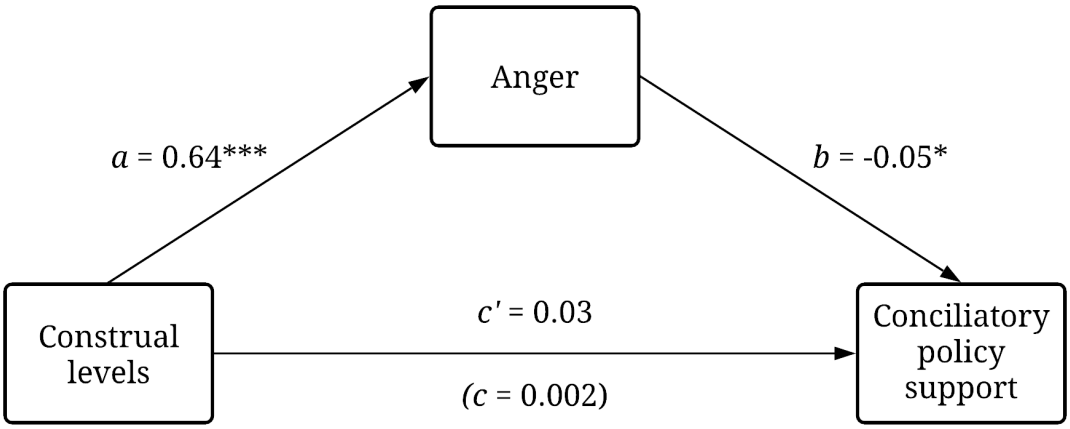
I also conducted seven exploratory regression analyses to investigate what factors predicted participants' scores on the conciliatory policy support composite and, separately, their scores on each conciliatory policy support item (see Table's A4.4—4.6 in Appendix 4). One regression analysis investigated whether the five independent anger reasons or the hostility composite predicted the conciliatory policy support composite. Hostility did not predict conciliatory policy support, but greater anger toward police brutality and greater anger toward the protestors being disruptive predicted more and less conciliatory policy support, respectively (see Table A4.4 in Appendix 4). I conducted six additional regression analyses to investigate if participants' construal level scores predicted the individual conciliatory policy support items. Only one model was significant and suggested that greater construal level scores predicted greater support toward financial reparations for Black Americans (see Table A4.6 in Appendix 4).

7.5 Mediation Analysis

Although results did not reveal a relationship between BIF scores and conciliatory policy support, failure to establish a direct effect between two variables does not preclude mediation analyses as the indirect can be different from zero even when the total effect is not (Hayes, 2018). Thus, to probe the relationship between HLC mindsets, policy support, and anger, I conducted a mediation analysis to examine if the single post-training anger item mediated the relationship between BIF scores and conciliatory policy support, controlling for the single pre-training anger item, internal and external motivation to control prejudice, and emotion regulation. I hypothesized that higher BIF scores would predict reductions in anger, which would result in greater conciliatory policy support.

The mediation was conducted with 10,000 bootstrapped samples using IBM SPSS 28 with PROCESS (version 4) Model 4 (Hayes, 2018). The assumptions of multicollinearity (as measured by tolerance and variance inflation), independence of errors (as measured by Durbin Watson's *d* test [*d* = 1.90]), and linearity (via visual inspection of scatter plots) were met. However, the assumption of multivariate normality (as measured by the Kolmogorov-Smirnov and Shapiro-Wilk tests of normality) was violated for all dependent variables, and there was heteroscedasticity of the residuals (according to White's test, $p = .013$, and Breusch-Pagan's test, $p = .042$, but the Q-Q plot and histogram of residuals appeared normal). The assumption violation of multivariate normality was corrected by bootstrapping and centering the continuous variables, whereas the assumption violation of homoscedastic residuals was corrected by using robust standard errors (i.e., Cribari-Neto's [HC4] estimator). Figure 7.2 presents a graphical depiction of the mediation analysis, and Table 7.5 presents the mediation model statistics.

Figure 7.2 Anger Mediating Construal Levels' Effects on Policy Support



Note. The model controlled for the single pre-training anger item, internal and external motivation to control prejudice, and emotion regulation, but these variables were omitted to simplify the presentation.

* $p < .05$, *** $p < 0.001$.

Table 7.5 Table of Mediation Model Statistics

		M (ANGER)			*Y* (POLICY SUPPORT)	
Antecedent		Coeff.	*SE*		Coeff.	*SE*
X (CONSTRUAL LEVELS) [a]	*a*	0.64**	0.42	*c'*	0.03	0.11
M (ANGER)		—	—	*b*	-0.05*	0.02
Constant	i_M	3.07***	0.42	i_Y	0.53*	0.24
		R^2 = .08			R^2 = .20	
		F(5, 643) = 12.35***			*F*(6, 642) = 25.70***	

Note. The model controlled for the single pre-training anger item, internal and external motivation to control prejudice, and emotion regulation, but these variables were omitted to simplify the presentation. Unless noted, variables range from 1 to 6, with higher numbers indicating more.

[a] Ranges from 0 to 1.

*p < .05, **p < .01, ***p < .001.

The data suggested that the direct effect (*c'*) from construal level scores to conciliatory policy support is insignificant. The indirect effect of construal level scores on post-training anger (*a*) and post-training anger on conciliatory policy support was significant (*b*). Multiplying *a* and *b* yielded the indirect effect, *ab* = 0.64(-0.05) = -0.03, 95% CI [-.08, -.002]. Relative to those with LLC mindsets, those with HLC mindsets were, on average, 0.03 units lower in their conciliatory policy support because of the tendency for those reporting higher construal level scores to feel more anger (because *a* is positive), which in turn translated to less conciliatory policy support (because *b* is negative).

Mediation analyses were also conducted with the five independent anger reasons, the PANAS-X hostility composite, and positive affect as mediators of the relationship between BIF scores and conciliatory policy support (see Figures A4.1—4.7 in Appendix 4); however, none of the models were significant.

CHAPTER 8. STUDY 2 DISCUSSION

Like Study 1, results from Study 2 supported my predictions that the HLC appraisal training resulted in statistically higher average BIF scores (i.e., greater HLC mindsets) than both the LLC appraisal training and the distancing appraisal training. However, in contrast to my predictions, the distancing appraisal training did not result in higher average BIF scores than the LLC appraisal training, suggesting that both resulted in LLC mindsets.

Because I expected the distancing appraisal training to induce HLC mindsets (i.e., higher average BIF scores), and past research suggests that a distancing appraisal training may increase conciliatory policy support by decreasing anger (Halperin et al., 2013), I predicted that HLC mindsets would increase conciliatory policy support by decreasing anger. In line with my predictions, higher construal level mindset scores (i.e., HLC

mindsets) predicted lower anger levels on the single post-training anger item. Moreover, lower scores on the single post-training anger item predicted higher conciliatory policy support, which supported my prediction. However, a mediation analysis suggested that higher average BIF scores (i.e., HLC mindsets) predicted greater anger, which predicted less conciliatory policy support. This result contradicted my prediction.

I also conducted several exploratory analyses. First, greater construal level mindset scores (i.e., HLC mindsets) were associated with greater anger for other reasons and greater support toward financial reparations for Black Americans. Second, greater anger toward police brutality predicted greater conciliatory policy support, and, third, greater anger at the protestors being disruptive predicted lower conciliatory policy support. No other exploratory analyses were significant.

CHAPTER 9. GENERAL DISCUSSION

Across two studies, the present work found evidence that appraisal trainings resulted in HLC or LLC mindsets. In Study 2, I found evidence that HLC and LLC mindsets influenced conservative White Americans' anger and conciliatory policy support for Black Americans. Previous research suggests a distancing appraisal training increased Jewish-Israeli participants' conciliatory policy support for Palestinians by decreasing Jewish-Israeli's anger toward Palestinians (Halperin et al., 2013). Because research demonstrates that thinking about something in a detached manner or as another person may increase psychological distance (Kross & Ayduk, 2017; Van Boven et al., 2010; Williams et al., 2014), and increased psychological distance is yields HLC mindsets (e.g., Soderberg et al., 2015; Trope & Liberman, 2010), I predicted distancing appraisal training would result in HLC mindsets. Moreover, I predicted HLC mindsets, not the appraisal training per se,

would increase conservative White Americans' conciliatory policy support for Black Americans by decreasing anger.

The data were partially consistent with my predictions. In Study 1, distancing appraisal training resulted in HLC mindsets relative to a control (i.e., LLC appraisal training), and, in both studies, HLC appraisal training led to HLC mindsets. However, inconsistent with my predictions, Study 2's results suggested the distancing appraisal training resulted in LLC mindsets. Moreover, the data demonstrated an overall pattern that HLC mindsets (relative to LLC mindsets) decreased conservative White Americans' conciliatory policy support for Black Americans, which was mediated by increased anger.

Although research consistently demonstrates distancing appraisals increase psychological distance (e.g., Kross & Ayduk, 2017; Van Boven et al., 2010; Williams et al., 2014), which yields HLC mindsets (e.g., Soderberg et al., 2015), my data suggested that distancing appraisal training induced both HLC (Study 1) and LLC mindsets (Study 2). The results' discrepancy may be due to differences in the studies. In Study 1, participants were shown neutral images, whereas, in Study 2, conservative White American participants were shown images intended to induce anger toward Black people. Accordingly, the participants in Study 2 felt greater anger than participants in Study 1. This greater anger may have influenced how participants applied the distancing appraisal training. For instance, the literature suggest that anger influences how individuals think, such that they process information in more shallow, spontaneous, and quick ways (e.g., Chaiken & Trope, 1999). Accordingly, perhaps the angry participants in Study 2 interpreted the distancing appraisal training quickly and shallowly. In that case, they may have viewed the images by focusing on the image's concrete details (i.e., *where* the people

in the image were and *what* they looked like) as opposed to viewing the images in a distant manner, which may require a more thorough, effortful cognitive process (Scheffel et al., 2021). This is consistent with the results that suggested that Study 2's distancing appraisal training resulted in LLC mindsets and LLC mindsets (relative to HLC mindsets) decreased anger.

Altogether, I only found partial support for my predictions. The findings, however, are consistent with the pattern of my overall theorizing. Whereas I predicted HLC mindsets would increase conciliatory policy support by decreasing anger, analyses revealed LLC mindsets resulted in conservative White Americans' increased conciliatory policy support for Black Americans through decreasing anger. These findings regarding conciliatory policy support suggest important implications of inducing HLC mindsets in conservative White Americans. For instance, the findings align with previous research that suggests individuals in HLC mindsets are more likely to use abstract values and goals they hold to guide their decisions (Fujita & Carnevale, 2012; Kivetz & Tyler, 2007). As many conservative White Americans hold abstract values such as individualism, self-reliance, and respect for authority (Kinder & Sears, 1981; Selepak & Sutherland, 2012), HLC mindsets may activate these values in conservative White Americans. In the context of this study, conservative White Americans in HLC mindsets may have become angrier because many of the anger-inducing images portrayed Black people destroying property, disrespecting America, and disrespecting authority—all of which violate their abstract values. This increased anger may have driven their opposition to conciliatory policies for Black Americans. Indeed, my exploratory analyses suggested that HLC mindsets increased conservative White Americans' anger for other reasons, which participants cited as anger

toward Black people destroying property, burning the American flag, and disrespecting the police.

Another explanation for HLC mindsets' impact on policy support and anger comes from research suggesting identity salience influences the outcomes of construal level mindsets. For instance, when people's political identity is made salient, liberals and conservatives are more polarized on political issues when in HLC mindsets (relative to LLC mindsets; Luguri & Napier, 2013). However, when national identity is made salient, liberals and conservatives are less polarized on political issues when in HLC mindsets. This research suggests that HLC mindsets increase the influence of individuals' salient group norms, such as the values that guide their behaviors. In the present work, participants' racial and political identities were made salient because they viewed images of Black people and Black Lives Matter protests, respectfully. Racial identity salience may have increased the tendency for participants in HLC mindsets to co-opt the beliefs and values of their racial group. In contrast, political identity salience may have increased the participants' tendency to co-opt the beliefs and values of their political group(s), such as Republicans, All Lives Matter, and Blue Lives Matter. The majority of White people (72%) and Republicans (90%) are opposed to granting financial reparations to Black Americans slaves' descendants, with almost half of Republicans (46%) who oppose reparations saying that Black Americans do not deserve them and 25% saying they are treated equally and thus should not receive monetary compensation (University of Massachusetts Amherst, 2021). Moreover, All Lives Matter and Blue Lives Matter supporters are likely to exhibit high levels of racism and color-blind ideology (Miller et al., 2021; West et al., 2021), which predicts lower conciliatory policy support (Miller et al., 2021). Taken together, because

HLC mindsets may increase the salience of group norms (i.e., racial and political identity salience), and the participants' racial and political group norms are to oppose reparations, HLC mindsets could have promoted greater conciliatory policy opposition for conservative White Americans.

Similar to the differential impact of HLC and LLC mindsets on policy support, anger also impacts policy support in various ways. My exploratory analyses suggested that anger may have both increased and decreased conciliatory policy support, depending on where their anger was directed. Specifically, anger toward police brutality against Black Americans predicted more conciliatory policy support for Black Americans, whereas anger toward the protestors being disruptive predicted less conciliatory policy support. These relationships are consistent with past research that suggest when anger arises from injustice (e.g., police brutality), it may motivate White Americans to help Black Americans by engaging in collective action (Selvanathan et al., 2018; van Zomeren et al., 2012; van Zomeren et al., 2004) and supporting redistributive policies (Banks & Valentino, 2012). In contrast, anger can also arise from insult or threat of harm to one's group or values (e.g., burning the American flag) is associated with aggression to the perpetrator (e.g., opposing conciliatory policies; Mackie et al., 2008; Rodriguez Mosquera et al., 2008).

Overall, the study's novel results advance intergroup research by identifying CLT as an explanatory model for understanding the relationship between construal levels, affect, and policy support. Specifically, the study's results have identified HLC mindsets as an underlying factor that predicts conservative White Americans' opposition to conciliatory policies for Black Americans, which is mediated by increased anger. Beyond these theoretical contributions, the current research also has practical implications for

discussions about conciliatory policies for Black Americans. Although several conciliatory policies for Black Americans show great promise in correcting prior injustices, one of their most significant obstacles is garnering enough public support toward their implementation (AP-NORC, 2019; Johnson, 2020). My data suggests that when conservative White Americans focus on the abstract reasons Black people are protesting (e.g., to reduce systemic racism), they feel more anger and thus less conciliatory policy support. Accordingly, it may be helpful for individuals to encourage conservative White Americans to focus on the concrete reasons Black people protest (e.g., to prevent their children from being murdered by police), as this could decrease conservative White Americans' anger toward and increase their conciliatory for Black Americans.

9.1 Limitations and Future Research

It is important to note some limitations with the current research. First, the previous research the current work extends (Halperin et al., 2013) trained participants to use distancing appraisals in-person, whereas the current study used online training. The nature of an online platform limited the participants' ability to ask questions about the training, which may have led some participants to be confused about the training without being able to ask for clarification. Additionally, an in-person setting would have allowed participants to apply the appraisal trainings using their own interpretations of the anger-inducing images, whereas the nature of the online platform required participants to choose a preselected interpretation in line with their appraisal training. I did this to provide feedback to participants who chose incorrect interpretations of the images; however, this may have reduced the external validity of the study's results, as individuals are not prescribed only a few ways to interpret events in their daily lives.

Additionally, because the experiment was conducted online, whether these findings can shape actual political behavior is still unknown. Although the results suggest that HLC mindsets decreased conciliatory policy support by increasing anger, many factors influence individuals' construal level mindsets in their daily lives. Future research should investigate these factors.

Using novel theoretical works that extend CLT, such as regulatory scope theory (Trope et al., 2021), may help inform this future research. In short, regulatory scope theory suggests individuals and groups have a variety of psychological (e.g., emotions) and social (e.g., laws) tools to achieve their goals, and these tools may increase or decrease their mental construal levels (Trope et al., 2021). For instance, conservative Americans are motivated to uphold their fundamental values (e.g., individualism; Kinder & Sears, 1981; Selepak & Sutherland, 2012). This motivation is stable over time; however, the situation that conservative Americans are in, individually or collectively, changes. Given the situation, conservative Americans will use tools to expand (e.g., abstract, moral emotions) or contract (e.g., a specific individual's opinion) their regulatory scope in ways best fit to achieve their goals. For example, research suggests that conservative Americans feel threatened when Republicans announce that their party has been defeated by Democrats (Morrison & Ybarra, 2009). This situational change likely requires conservative Whites to use different tools (i.e., feeling threat) to achieve their goals (e.g., maintain their fundamental values). Perhaps conservative Whites feel more threatened because perceived threat makes the status quo (e.g., social and political hierarchies favoring Whites) more attractive (e.g., Isom et al., 2021; Jost & Amodio, 2011). A perceived threat can also cause a surge in conservatism, increase conformity to group norms, and increase outgroup

negativity (e.g., Isom et al., 2021; Morrison & Ybarra, 2009; Riek et al., 2006)—all of which could help conservative Whites protect their power. Future research should examine how situations and construal levels interact to predict conservative Whites' behaviors toward conciliatory policies, as this will help researchers develop a more nuanced understanding of conciliatory policy support.

9.2 Conclusion

The present study's findings expand intergroup relations research by investigating the application of CLT to understand how construal levels influence affect and policy support. In the first study, the results suggested that distancing appraisal training elicited HLC mindsets. In a second study, the results suggested that distancing appraisal training elicited LLC mindsets and, separately, that HLC mindsets decreased conservative White Americans' conciliatory policy support for Black Americans by increasing anger. These findings highlight how construal level mindsets can significantly impact how conservative White Americans think about Black people protesting, which subsequently influences their affect and policy support. Such knowledge may help explain conservative White Americans' opposition toward conciliatory policies for Black people and identify ways to decrease this opposition.

APPENDICES

APPENDIX 1. STUDY 1 SUPPLEMENTARY DATA ANALYSES

Some participants (n = 114) saw their pre-training BMIS scores when the post-training BMIS was intended to appear because of a coding error. I excluded these participants from the analyses as they may have altered the study's results. Nonetheless, below I present analyses for the primary variables of interest for the error group. Table A1.1 depicts all correlations among the primary study variables.

Table A1.1 Correlations Among Primary Study Variables (Error Group)

Variable		1	2	3	4	5	6
Appraisal Training							
1.	Distancing	–					
		(114)					
2.	HLC	-.50***	–				
		(114)	(114)				
3.	LLC	-.50***	-.50***	–			
		(114)	(114)	(114)			
Primary Study Variables							
4.	Construal level	-.18	.35***	-.17	–		
		(114)	(114)	(114)	(114)		
5.	Pre-training mood	.01	.12	-.12	.03	–	
		(114)	(114)	(114)	(114)	(114)	
6.	Emotion regulation	-.15	.13	.02	.13	.17	–
		(113)	(113)	(113)	(113)	(113)	(113)
Mean					.53	2.78	4.02
SD					.30	.53	1.08
n					114	114	113

Note. n is listed in parentheses beneath each correlation.

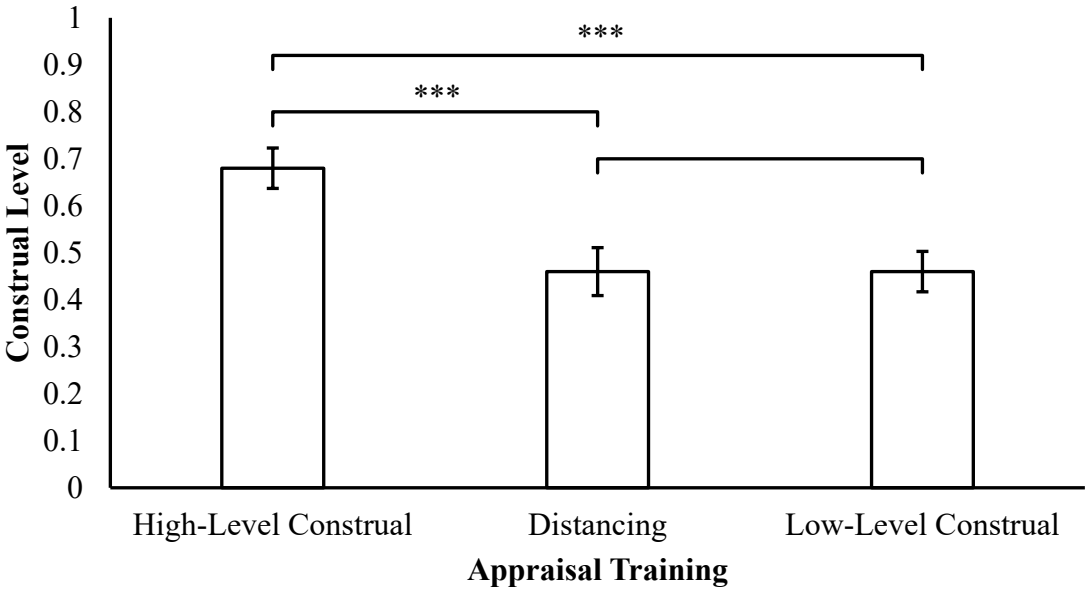
* $p < .05$, ** $p < .01$, *** $p < 0.001$.

Results

To test whether distancing appraisals induce HLC mindsets, I conducted a one-way analysis of variance (ANOVA) with Bonferroni adjusted pairwise comparisons ($\alpha = .0167$; .05/3), controlling for pre-training mood and emotion regulation. All pairwise comparisons are presented in Figure A1.1. I hypothesized that distancing and HLC appraisals would lead to higher scores on the BIF (i.e., HLC mindsets) relative to a control group (i.e., LLC appraisal).

There was less than 1% missing data on the BIF (accounted for with pairwise deletion) and all assumptions were met (homogeneity of variances, no outliers, normal distributions). Results indicated differences between the appraisal trainings, $F(4, 108) = 3.93$, $p = .005$, $d = 0.77$, 95% CI [0.00, 1.16]. In line with my predictions, Bonferroni corrected pairwise comparisons revealed mean differences between BIF scores for the HLC training ($M = .68$, $SD = .27$) and LLC training ($M = .46$, $SD = .27$), $t(109) = -3.10$, $p = .007$, $d = 0.61$, 95% CI [0.13, 1.05]. In contrast to my predictions, the average BIF for the HLC training and the distancing training ($M = .46$, $SD = .31$) were also significantly different from each other, $t(109) = 3.21$, $p = .002$, $d = 0.65$, 95% CI [0.18, 1.10]. Unexpectedly, the average BIF for the distancing training and the LLC training were not significantly different from each other, $t(109) = -0.10$, $p = .92$, $d = 0.05$, 95% CI [0.00, 0.47].

Figure A1.1 Pairwise Comparisons of Mean Construal Levels Across Appraisal Trainings (Error Group)



Note. Asterisks denote the p-value of pairwise comparison between two groups.

*** $p < 0.001$.

Discussion

The data suggest that the coding error—participants' pre-training BMIS scores populating on the post-training BMIS measure—wiped away any differences in mean construal levels for the distancing and LLC appraisal training, which is the opposite of my predictions. The insignificant differences between the distancing and LLC appraisal trainings may have occurred because participants fixated on the coding error (i.e., the survey's concrete details), which may have lowered the participants' construal level mindset.

APPENDIX 2. APPRAISAL TRAINING INSTRUCTIONS AND EXAMPLE ITEMS

Distancing	High-Level Construal	Low-Level
Scientific data suggests one of the healthiest ways to view an image is with distancing. Distancing is viewing an image by **responding to it like a scientist, objectively and analytically. In other words, try to think about it in a cold and detached manner.** So for the image below, how might a person respond to it like a scientist? A scientist would explain **everything** in the image in an **unbiased, succinct** way while still providing enough information for someone to reproduce the image if needed.	Scientific data suggests one of the healthiest ways to view an image is with abstraction. Abstraction focuses on **why** the people in the image are doing what they're doing. So for the following image, how might a person use abstraction? They would perceive the image in a way that describes **why** people are doing something without focusing on the positive or negative aspects of the image. They would not try to deeply understand a person's daily life (like how they would with perspective-taking).	Scientific data suggests one of the healthiest ways to view an image is with concretion. Concretion focuses on **how** the people in the image are doing what they're doing. So for the following image, how might a person respond to it with concretion? They would perceive the image without providing any identifying information.
Example Items		
 o Several men play rugby. A man in a red uniform holds a ball and appears to tackle a man in a blue uniform. [Distancing]		

- Men play rugby to win. [HLC]
- A man contracts all of his muscles, plants his feet into the ground, and pushes forward. [LLC]

- A Black man stands on a burning police car surrounded by many people. [Distancing]
- People protest to end police brutality. [HLC]
- A man raises his arm and grasps onto a ballistic police shield. [LLC]

APPENDIX 3. STUDY MATERIALS AND MEASURES

Modified Brief Mood Introspection Questionnaire (Mayer & Gaschke, 1988)

1 = Definitely do not feel, 4 = Definitely feel

Select the response on the scale below that indicates how well each adjective or phrase describes your present mood.

1. Angry
2. Lively
3. Drowsy
4. Happy
5. Grouchy
6. Sad
7. Peppy
8. Tired
9. Nervous
10. Caring
11. Calm
12. Content
13. Loving
14. Gloomy
15. Fed up
16. Jittery
17. Active

Modified Emotion Regulation Questionnaire (modified version of Gross & John, 2003)

1 = strongly agree, 7 = strongly disagree

Now we would like to ask you some questions about your emotions, in particular, how you have controlled your emotions in this experiment. The questions below involve two distinct aspects of your emotions. One is your emotional experience, or what you feel like inside. The other is your emotional expression, or how you show your emotions in your behavior. Although some of the following questions may seem similar to one another, they differ in important ways. Please answer each of the questions honestly. There are no wrong answers.

1. When I wanted to feel more *positive* emotion (such as joy or amusement), I *changed what I thought about.*
2. I internalized my emotions.
3. When I wanted to feel less *negative* emotion (such as sadness or anger), I *changed what I thought about*.
4. When I felt *positive* emotions, I was careful not to express them.
5. When I was faced with a stressful image, I made myself *think about it* in a way that helps me stay calm.
6. I controlled my emotions by *not expressing them*.
7. When I wanted to feel more positive emotion, I *changed the way I thought* about the image.
8. When I felt *negative* emotions, I made sure not to express them.

9. When I wanted to feel less *negative* emotion, I *changed the way I thought* about the image.

Behavioral Identification Form (Vallacher & Wegner, 1989)

Your task is to choose the identification, a or b, that best describes the behavior for you. Simply click on the option you prefer. Be sure to respond to every item. Please mark only one alternative for each pair. Remember, mark the description that you personally believe is more appropriate for each pair.

1. Making a list
    a. Getting organized*
    b. Writing things down
2. Reading
    a. Following lines of print
    b. Gaining knowledge*
3. Joining the Army
    a. Helping the Nation's defense*
    b. Signing up
4. Washing clothes
    a. Removing odors from clothes*
    b. Putting clothes into the machine
5. Picking an apple
    a. Getting something to eat*

    b. Pulling an apple off a branch

6. Chopping down a tree
    a. Wielding an ax
    b. Getting firewood*
7. Measuring a room for carpeting
    a. Getting ready to remodel*
    b. Using a yardstick
8. Cleaning the house
    a. Showing one's cleanliness*
    b. Vacuuming the floor
9. Painting a room
    a. Applying brush strokes
    b. Making the room look fresh*
10. Paying the rent
    a. Maintaining a place to live*
    b. Writing a check
11. Caring for houseplants
    a. Watering plants
    b. Making the room look nice*
12. Locking a door
    a. Putting a key in the lock
    b. Securing the house*
13. Voting

a. Influencing the election*

b. Marking a ballot

14. Climbing a tree

a. Getting a good view*

b. Holding on to branches

15. Filling out a personality test

a. Answering questions

b. Revealing what you're like*

16. Toothbrushing

a. Preventing tooth decay*

b. Moving a brush around in one's mouth

17. Taking a test

a. Answering questions

b. Showing one's knowledge*

18. Greeting someone

a. Saying hello

b. Showing friendliness*

19. Resisting temptation

a. Saying "no"

b. Showing moral courage*

20. Eating

a. Getting nutrition*

b. Chewing and swallowing

21. Growing a garden

    a. Planting seeds

    b. Getting fresh vegetables*

22. Traveling by car

    a. Following a map

    b. Seeing countryside*

23. Having a cavity filled

    a. Protecting your teeth*

    b. Going to the dentist

24. Talking to a child

    a. Teaching a child something*

    b. Using simple words

25. Pushing a doorbell

    a. Moving a finger

    b. Seeing if someone's home*

* Higher level alternative.

The total score is the sum of higher-level alternative choices.

Positive and Negative Affect Schedule – Extended Edition, Hostility Subscale (PANAS-X; Watson & Clark, 1994)

1 = not at all, 6 = extremely

This scale consists of many words and phrases that describe different feelings and emotions. Read each item and then select the appropriate answer in the space next to that

word. Indicate to what extent you feel this way in the present moment. Use the following scale to record your answers.

1. Angry
2. Irritable
3. Hostile
4. Scornful
5. Disgusted
6. Loathing
7. Fearful
8. Hateful
9. Enraged

Conciliatory Policy Support Questionnaire

1 = highly oppose, 6 = very much in favor

Several types of policies have been proposed to help alleviate various social problems within the Black community. We are trying to understand the ways people feel about these policies. Remember, we are not evaluating you or your individual responses. All your responses will be completely confidential. If we are to learn anything useful, it is important that you respond to each of the questions openly and honestly. Please give your response according to the scale below.

Low objectionability:

1. Companies and organizations should make extra efforts to advertise to large Black American audiences but should not account for racial identity in the hiring process.
2. The U.S. government should build a federal monument that acknowledges slavery occurred in the country.

Medium objectionability:

3. Companies and organizations should offer training to Black Americans during the job application process but should not allow racial identity to bias hiring decisions.
4. The federal government should provide a formal apology to Black people who are the descendants of U.S. slaves.

High objectionability:

5. The federal government should provide Black Americans with taxpayer money to pay for damages to descendants of enslaved people in the United States.
6. Black Americans should be offered a job as long as they meet the minimum level of qualifications.

Internal and External Motivation to Control for Prejudice (Plant & Devine, 1998)

1 = strongly disagree, 7 = strongly agree

The following questions concern various reasons or motivations people might have for trying to respond in nonprejudiced ways toward Black people. Some of the reasons reflect internal personal motivations, whereas others reflect more external-social motivations. Of course, people may be motivated for both internal and external reasons; we want to

emphasize that neither type of motivation is by definition better than the other. In addition, we want to be clear that we are not evaluating you or your individual responses. All your responses will be completely confidential. We are simply trying to get an idea of the types of motivations that people in general have for responding in nonprejudiced ways. If we are to learn anything useful, it is important that you respond to each of the questions openly and honestly. Please give your response according to the scale below.

External motivation items:

1. Because of today's PC (politically correct) standards, I try to appear nonprejudiced toward Black people.
2. I try to hide any negative thoughts about Black people in order to avoid negative reactions from others.
3. If I acted prejudiced toward Black people, I would be concerned that others would be angry with me.
4. I attempt to appear nonprejudiced toward Black people in order to avoid disapproval from others.
5. I try to act nonprejudiced toward Black people because of pressure from others.

Internal motivation items:

6. I attempt to act in nonprejudiced ways toward Black people because it is personally important to me.
7. According to my personal values, using stereotypes about Black people is OK.
8. I am personally motivated by my beliefs to be nonprejudiced toward Black people.

9. Because of my personal values, I believe that using stereotypes about Black people is wrong.
10. Being nonprejudiced toward Black people is important to my self-concept.

Marlowe-Crowne Social Desirability (Reynolds, 1982)

0 = false, 1 = true

Listed below are a number of statements concerning personal attitudes and traits. Read each item and decide whether the statement is true or false as it pertains to you.

1. It is sometimes hard for me to go on with my work if I am not encouraged.
2. I sometimes feel resentful when I don't get my own way.
3. On a few occasions, I have given up doing something because I thought too little of my ability.
4. There have been times when I felt like rebelling against people in authority even though I knew they were right.
5. No matter who I'm talking to, I'm always a good listener.
6. There have been occasions when I took advantage of someone.
7. I'm always willing to admit it when I make a mistake.
8. I sometimes try to get even, rather than forgive and forget.
9. I am always courteous, even to people who are disagreeable.
10. I have never been irked when people expressed ideas very different from my own.
11. There have been times when I was quite jealous of the good fortune of others.
12. I am sometimes irritated by people who ask favors of me.
13. I have never deliberately said something that hurt someone's feelings.

APPENDIX 4. STUDY 2 SUPPLEMENTARY DATA ANALYSES

Means for all variables and pairwise correlations are displayed in Table A4.1. Means and standard deviations for all variables by condition are displayed in Table A4.2. To further investigate the relationships between my study variables, I conducted several exploratory analyses. First, I investigated if participants' BIF scores significantly predicted the reasons driving participants' anger because, although I expected that HLC mindsets would decrease conservative White Americans' anger toward the protestors and the protestors being disruptive, HLC mindsets could also have influenced their anger toward systemic racism, police brutality, or other reasons (see Table A4.3). Second, it is possible that participants' anger, the reasons driving their anger, or hostility (as measured by the PANAS-X hostility subscale composite), may have uniquely affected their conciliatory policy support. For example, anger toward systemic racism could increase conciliatory policy support, whereas anger toward the protestors could decrease conciliatory policy support. Because of this, I investigated which reasons driving participants' anger predicted support for the conciliatory policy support composite (see Table A4.4). Third, because the conciliatory policy support items vary on their perceived objectionability, participants' BIF scores, hostility, and the reasons driving participants' anger may exert varying levels of influence on each item. I tested these effects with six regression analyses (see Table A4.5 and A4.6).

After examining the direct effects between my study variables, I conducted several mediation analyses because failure to establish a direct effect between two variables does not preclude mediation analyses (Hayes, 2018). I first conducted five mediation analyses to see if the reasons behind participants' anger mediated the relationship between construal

levels and conciliatory policy support (see Figures A4.1—4.5). I also conducted two separate mediation analyses to examine whether the PANAS-X hostility composite and positive affect mediated the relationship between construal levels and conciliatory policy support (see Figure A4.6 and A4.7, respectively). Notably, the results of all the analyses should be interpreted with caution, given their exploratory nature and the increased probability of Type II errors.

Table A4.1 Correlations Among Exploratory Study Variables

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Appraisal Training																		
1. Distancing	–																	
	(660)																	
2. HLC	-.50***	–																
	(660)	(660)																
3. LLC	-.49***	-.51***	–															
	(660)	(660)	(660)															
Primary Study Variables																		
4. Construal level [a]	-.09*	.25**	-.17**	–														
	(660)	(660)	(660)	(660)														
5. Policy Support	-.05	.05	.003	.03	–													
	(660)	(660)	(660)	(660)	(660)													
6. Anger at systemic racism	-.06	.07	-.01	.003	.40**	–												
	(385)	(385)	(385)	(385)	(385)	(385)												
7. Anger at police brutality	-.10*	.09	.003	.01	.44**	.78**	–											
	(385)	(385)	(385)	(385)	(385)	(385)	(385)											
8. Anger at the protestors	.03	-.04	.020	-.05	-.22**	-.06	-.15**	–										
	(385)	(385)	(385)	(385)	(385)	(385)	(385)	(385)										
9. Anger at the protestors being disruptive	-.01	-.04	.05	-.03	-.25**	-.14**	-.19**	.67**	–									
	(385)	(385)	(385)	(385)	(385)	(385)	(385)	(385)	(385)									
10. Anger for other reasons	-.07	.05	.01	.12*	.07	.07	.08	-.04	-.06	–								
	(383)	(383)	(383)	(383)	(383)	(383)	(383)	(383)	(383)	(383)								
11. Post-training hostility	-.05	.07	-.02	.08*	-.15**	-.02	-.08	.52**	.48**	.15**	–							
	(659)	(659)	(659)	(659)	(659)	(385)	(385)	(385)	(385)	(383)	(659)							
12. Post-training positive affect	.03	-.002	-.03	.05	.23**	.14**	.21**	-.20**	-.25**	.06	-.35**	–						
	(659)	(659)	(659)	(659)	(659)	(385)	(385)	(385)	(385)	(383)	(659)	(659)						
13. Internal motivation [b]	.02	-.01	-.003	.12**	.37**	.31**	.32**	-.12*	-.11*	-.090	-.22**	.08*	–					
	(660)	(660)	(660)	(660)	(660)	(385)	(385)	(385)	(385)	(383)	(659)	(659)	(660)					
14. External motivation [b]	-.01	.03	-.02	-.10*	.12**	.06	.02	.003	-.02	.04	.10*	-.01	-.06	–				
	(660)	(660)	(660)	(660)	(660)	(385)	(385)	(385)	(385)	(383)	(659)	(659)	(660)	(660)				
15. Emotion regulation [b]	-.02	.02	-.001	.03	.24**	.25**	.26**	-.14**	-.13*	-.01	-.09*	.16**	.14**	.14**	–			
	(650)	(650)	(650)	(650)	(650)	(379)	(379)	(379)	(379)	(377)	(649)	(649)	(650)	(650)	(650)			
16. Pre-training anger	-.09*	.10*	-.01	.06	.05	.07	.05	-.10	-.14**	.31**	.20**	.06	-.05	.08*	.03	–		

Table A4.1 (continued)

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	(660)	(660)	(660)	(660)	(660)	(385)	(385)	(385)	(385)	(383)	(659)	(659)	(660)	(660)	(650)	(660)		
17. Pre-training hostility	-.07	.07	-.002	.03	.09*	.11*	.10	-.05	-.09	.27**	.25**	.09*	-.10*	.11**	.02	.86**	–	
	(660)	(660)	(660)	(660)	(660)	(385)	(385)	(385)	(385)	(383)	(659)	(659)	(660)	(660)	(650)	(660)	(660)	
18. Pre-training positive affect	.01	-.02	.01	.13**	.19**	.18**	.22**	.04	.05	.03	.07	.53**	.07	-.04	.15**	-.08*	-.07	–
	(660)	(660)	(660)	(660)	(660)	(385)	(385)	(385)	(385)	(383)	(659)	(659)	(660)	(660)	(650)	(660)	(660)	(660)
Mean				.61	2.98	2.04	2.20	4.29	4.59	2.52	2.20	2.26	5.38	3.80	4.23	1.16	1.19	3.48
SD				.29	.97	1.43	1.47	1.56	1.47	1.72	1.29	1.31	1.26	1.51	1.02	.58	.48	1.19
n				660	660	385	385	385	385	385	659	659	660	660	650	660	660	660

Note. Unless noted, variables range from 1 to 6, with higher numbers indicating more. [a] Ranges from 0 to 1. [b] Ranges from 1 to 7 with higher numbers indicating more.

n is listed in parentheses beneath each correlation.

* $p < .05$, ** $p < .01$, *** $p < 0.001$.

Table A4.2 Means and Standard Deviations by Condition

Condition	Distancing			HLC			LLC		
	n	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Construal level [a]	212	.57	.29	228	.71	.26	220	.54	.29
Policy support	212	2.90	.94	228	3.05	.98	220	2.98	1.00
Anger at systemic racism	113	1.90	1.38	148	2.18	1.43	124	2.02	1.48
Anger at police brutality	113	1.96	1.40	148	2.38	1.51	124	2.21	1.48
Anger at the protestors	113	4.35	1.69	148	4.20	1.49	124	4.33	1.52
Anger at the protestors being disruptive	113	4.58	1.52	148	4.51	1.49	124	4.71	1.40
Anger for other reasons	113	2.35	1.71	148	2.64	1.72	122	2.54	1.74
Post-training hostility	212	2.10	1.27	227	2.31	1.33	220	2.17	1.27
Post-training positive affect	212	2.32	1.28	227	2.26	1.27	220	2.22	1.37
Internal motivation [b]	212	5.41	1.28	228	5.36	1.26	220	5.38	1.24
External motivation [b]	210	3.77	1.48	226	3.87	1.54	214	3.76	1.50
Emotion regulation [b]	212	4.20	1.03	228	4.26	1.00	220	4.23	1.03

Table A4.2 (continued)

Condition	Distancing			HLC			LLC		
	n	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Pre-training anger	212	1.09	.37	228	1.24	.73	220	1.15	.56
Pre-training hostility	212	1.15	.32	228	1.24	.58	220	1.19	.50
Pre-training positive affect	212	3.49	1.19	228	3.45	1.13	220	3.49	1.25

Note. Unless noted, variables range from 1 to 6, with higher numbers indicating more.

[a] Ranges from 0 to 1. [b] Ranges from 1 to 7 with higher numbers indicating more.

Table A4.3 Regression Analyses Predicting the Reasons Driving Anger

	Anger at Systemic Racism (N = 377)						Anger at Police Brutality (N = 377)						Anger at the Protestors (N = 377) [a]					
	b	*SE(b)*	β	*t*	95% CI		*b*	*SE(b)*	β	*t*	95% CI		*b*	*SE(b)*	β	*t*	95% CI	
					LL	*UL*					*LL*	*UL*					*LL*	*UL*
Construal levels [b]	.0004	.08	.0002	0.00	-.16	.16	-.18	.13	-.04	-1.39	-.44	.08	-.10	.22	-.02	-0.43	-.54	.34
Pre-training anger							0.06	0.05	0.03	1.20	-0.04	0.16	-0.01	0.09	-0.01	-0.16	-0.19	0.16
Anger at systemic racism							0.83***	0.03	0.79	26.88	0.77	0.89	0.17**	0.07	0.15	2.50	0.04	0.30
Anger at police brutality	0.82***	0.03	0.79	24.03	0.75	0.88							-0.11	0.07	-0.10	-1.60	-0.24	0.02
Anger at the protestors	-0.001	0.02	-0.002	-0.03	-0.04	0.04	-0.09**	0.03	-0.11	-3.19	-0.15	-0.04						
Anger at the protestors being disruptive	-0.001	0.02	-0.002	-0.03	-0.04	0.04	-0.01	0.03	-0.02	-0.49	-0.07	0.04	0.70***	0.04	0.65	16.48	0.61	0.78
Anger for other reasons	0.0002	0.01	0.001	0.02	-0.02	0.02	0.03	0.02	0.05	1.65	-0.07	0.08	-0.01	0.04	-0.01	-0.28	-0.08	0.06
Emotion regulation [c]							0.005	0.02	0.01	0.25	-0.03	0.04	-0.08	0.06	-0.05	-1.35	-0.21	0.04
Internal motivation to control prejudice [c]							0.002	0.02	0.002	0.06	-0.05	0.05	-0.07	0.05	-0.06	-1.43	-0.17	0.03
Constant	0.20*	0.10		2.13	0.02	0.39	0.86***	0.24		3.55	0.38	1.33	1.81***	0.44		4.10	0.94	2.68
F(df, df)	F(5, 371) = 121.21***						F(8, 368) = 187.77***						F(8, 368) = 38.80***					
Adjusted R^2	.62						.80						.45					

Table A4.3 (continued)

	Anger at the Protestors Being Disruptive (N = 377)						Anger for Other Reasons (N = 383)					
	b	*SE(b)*	*β*	*t*	95% CI		*b*	*SE(b)*	*β*	*t*	95% CI	
					LL	*UL*					*LL*	*UL*
Construal levels [b]	-.09	.14	-.02	-0.61	-.37	.19	.90**	.32	.14	2.79	.27	1.53
Pre-training anger												
Anger at systemic racism	-0.09	0.05	-0.11	-1.93	-0.18	0.002	0.05	0.10	0.05	0.55	-0.14	0.24
Anger at police brutality	0.002	0.05	0.002	.04	-0.09	0.09	0.004	0.10	0.003	0.04	-0.19	0.19
Anger at the protestors	0.66***	0.04	0.66	17.23	0.59	0.75	0.02	0.08	0.02	0.24	-0.13	0.17
Anger at the protestors being disruptive							-0.10	0.08	-0.09	-1.27	-0.26	0.05
Anger for other reasons	0.005	0.03	0.01	0.21	-0.04	0.06						
Emotion regulation [c]												
Internal motivation to control prejudice [c]												
Constant	1.99***	0.25		7.90	1.49	2.48	2.26***	0.41		5.49	1.45	3.06
F(df, df)			F(5, 371) = 66.70***						F(5, 377) = 2.42*			
Adjusted R^2			.47						.02			

Note. Unless noted, all regression analyses were weighted-least squares (WLS) regression, and variables range from 1 to 6, with higher numbers indicating more.

[a] Ordinary-least squares (OLS) regression. [b] Ranges from 0 to 1. [c] Ranges from 1 to 7 with higher numbers indicating more.

*p < .05, **p < .01, ***p < .001.

The results suggest that higher average BIF scores significantly predicted greater anger for other reasons. In other words, participants in HLC mindsets felt more anger for other reasons than participants in LLC mindsets. As participants could write in responses explaining why they felt angry for other reasons, I examined their responses. Participants indicated they were angry toward the protestors destroying property, burning the American flag, disrespecting the country, and disrespecting the police. These other reasons appear to violate conservative White Americans' abstract values, such as individualism and respect for authority (Kinder & Sears, 1981; Selepak & Sutherland, 2012). Thus, as discussed earlier, because HLC mindsets may have activated these values in conservative White Americans, it is possible that HLC mindsets increased conservative White Americans' anger for other reasons (e.g., disrespecting authority). However, this result must be interpreted with caution due to the exploratory nature of this analysis.

Table A4.4 WLS Regression Analysis of Hostility and Anger Reasons Predicting Conciliatory Policy Support Composite

	Conciliatory Policy Support (N = 377)					
	b	*SE(b)*	β	*t*	95% CI	
Construal levels [a]	.16	.15	.05	0.16	-.14	.46
Pre-training hostility	0.15	0.08	0.09	1.86	-0.01	0.30
Post-training hostility	0.01	0.04	0.01	0.20	-0.07	0.09
Anger toward systemic racism	0.07	0.05	0.10	1.55	-0.02	0.16
Anger toward police brutality	0.13**	0.04	0.20	3.04	0.05	0.21
Anger toward the protestors	-0.02	0.04	-0.03	-0.58	-0.09	0.05
Anger toward the protestors being disruptive	-0.11**	0.04	-0.17	-2.84	-0.18	-0.03
Anger for other reasons	0.02	0.03	0.04	0.81	-0.03	0.07
Internal motivation to control prejudice [b]	0.19***	0.03	0.27	5.70	0.13	0.26
External motivation to control prejudice [b]	0.09**	0.03	0.14	3.11	0.03	0.14
Emotion regulation [b]	0.07	0.04	0.07	1.61	-0.02	0.15
Constant	1.03**	0.33	–	3.15	0.39	1.67
F(df, df)	$F(11, 365) = 16.93$***					
Adjusted R^2	.32					

Note. Unless noted, variables range from 1 to 6, with higher numbers indicating more.

[a] Ranges from 0 to 1. [b] Ranges from 1 to 7, with higher numbers indicating more.

*$p < .05$, **$p < .01$, ***$p < .001$.

Table A4.5 Regression Analyses Predicting Support for Individual Conciliatory Policy Items (1-3) for Black Americans

	Supporting employer advertising efforts						Supporting a federal slavery museum [a]						Supporting employer job training					
	b	*SE(b)*	*β*	*t*	95% CI		*b*	*SE(b)*	*β*	*t*	95% CI		*b*	*SE(b)*	*β*	*t*	95% CI	
					LL	*UL*					*LL*	*UL*					*LL*	*UL*
Construal levels [a]	-.11	.22	-.02	-0.48	-.54	.33	-.11	.24	-.02	-0.45	-.59	.37	-.08	.22	-.01	-0.35	-.51	0.36
Supporting employer advertising efforts							0.08	0.05	0.08	1.53	-0.02	0.19	0.31***	0.04	0.35	7.08	0.22	0.39
Supporting a federal slavery museum	0.09	0.05	0.09	1.86	-0.01	0.18							0.15**	0.05	0.15	3.20	0.06	0.25
Supporting employer job training	0.28***	0.05	0.31	6.14	0.19	0.38	0.16	0.05**	0.16	3.07	0.06	0.26						
Supporting a formal government apology for slavery	0.12*	0.06	0.13	2.03	0.004	0.23	0.29	0.07***	0.26	4.19	0.16	0.43	0.09	0.06	0.10	1.71	-0.01	0.20
Supporting financial reparations	0.22**	0.07	0.19	3.12	0.08	0.36	0.04	0.09	0.03	0.48	-0.13	0.22	0.11	0.06	0.12	1.72	-0.02	0.23
Supporting employers offering jobs with minimum job qualifications met	0.02	0.04	0.02	0.41	-0.07	0.10	-0.04	0.05	-0.04	-0.79	-0.13	0.05	0.33***	0.04	0.35	8.51	0.25	0.40
Anger at systemic racism	-0.08	0.07	-0.09	-1.21	-0.21	0.05	-0.03	0.08	-0.03	-0.40	-0.18	0.12	-0.01	0.06	-0.01	-0.14	-0.13	0.11
Anger at police brutality	0.10	0.07	0.11	1.43	-0.04	0.24	0.19*	0.07	0.18	2.56	0.04	0.34	-0.10	0.06	-0.01	-1.62	0.22	0.02
Anger at the protestors	-0.04	0.05	-0.04	-0.79	-0.14	0.06	-0.10	0.06	-0.10	-1.69	-0.21	0.02	0.02	0.05	0.03	0.59	-0.07	0.13
Anger at the protestors being disruptive	0.01	0.05	0.01	0.25	-0.09	0.11	-0.003	0.06	-0.003	-0.05	-0.12	0.12	-0.01	0.05	-0.01	-0.15	-0.11	0.09
Anger for other reasons	-0.06	0.04	-0.07	-1.79	-0.13	0.07	0.05	0.04	0.06	1.36	-0.02	0.13	0.05	0.03	0.06	1.48	-0.02	0.11

Table A4.5 (continued)

	Supporting employer advertising efforts						Supporting a federal slavery museum [a]						Supporting employer job training					
	b	*SE(b)*	*β*	*t*	95% CI		*b*	*SE(b)*	*β*	*t*	95% CI		*b*	*SE(b)*	*β*	*t*	95% CI	
					LL	*UL*					*LL*	*UL*					*LL*	*UL*
Constant	1.29***	0.33		3.96	0.65	1.93	2.01	0.38		5.22	1.25	2.76	0.69*	0.33		2.08	0.04	1.35
F(df, df)	*F*(11, 371) = 20.03***						*F*(11, 371) = 13.23***						*F*(11, 371) = 33.20***					
Adjusted R^2	.35						.26						.48					

Note. Unless noted, all regression analyses were weighted-least squares (WLS) regression, and variables range from 1 to 6, with higher numbers indicating more.

[a] Ordinary-least squares (OLS) regression. [b] Ranges from 0 to 1. [c] Ranges from 1 to 7 with higher numbers indicating more.

*$p < .05$, **$p < .01$, ***$p < .001$.

Table A4.6 Regression Analyses Predicting Support for Individual Conciliatory Policy Items (4-6) for Black Americans

	Supporting a formal government apology for slavery						Supporting financial reparations						Supporting employers offering jobs with minimum job qualifications met [a]					
	b	*SE(b)*	*β*	*t*	95% CI		*b*	*SE(b)*	*β*	*t*	95% CI		*b*	*SE(b)*	*β*	*t*	95% CI	
					LL	*UL*					*LL*	*UL*					*LL*	*UL*
Pre-training anger							0.03	0.04	0.03	0.76	-0.05	0.10						
Construal levels [b]	.01	.13	.004	0.10	-.24	.27	.10*	.05	.21	2.01	.002	.19	.20	.27	.03	0.74	-.34	.75
Supporting employer advertising efforts	0.04	0.03	0.05	1.23	-0.02	0.09	0.01	0.01	0.17	1.56	-0.003	0.03	-0.02	0.06	-0.02	-0.30	-0.09	0.08
Supporting a federal slavery museum	0.13***	0.03	0.18	4.05	0.07	0.19	0.01	0.01	0.11	1.11	-0.01	0.03	-0.05	0.06	-0.04	-0.79	-0.16	0.07
Supporting employer job training	0.05	0.03	0.08	1.66	-0.01	0.11	-0.002	0.01	-0.03	-0.26	-0.02	0.01	0.41***	0.05	0.39	7.60	0.31	0.52
Supporting a formal government apology for slavery							0.41***	0.03	0.57	13.17	0.35	0.47	0.09	0.08	0.07	1.09	-0.07	0.25
Supporting financial reparations	0.68***	0.05	0.52	12.48	0.57	0.79							0.04	0.10	0.02	0.37	-0.16	0.23
Supporting employers offering jobs with minimum job qualifications met	0.02	0.02	0.04	0.89	-0.03	0.07	-0.01	0.01	-0.10	-1.21	-0.02	0.005						
Anger at systemic racism	-0.001	0.04	-0.001	-0.02	-0.09	0.08	0.03	0.02	0.08	1.63	-0.01	0.06	0.04	0.09	0.04	0.52	-0.12	0.21
Anger at police brutality	0.05	0.05	0.06	0.94	-0.05	0.14	0.01	0.01	0.13	0.80	-0.02	0.04	0.16	0.08	0.14	1.92	-0.004	0.33
Anger at the protestors	-0.01	0.03	-0.02	-0.43	-0.07	0.05	-0.02	0.01	-0.10	-1.41	-0.04	0.01	0.02	0.07	0.02	0.31	-0.11	0.15
Anger at the protestors being disruptive	-0.02	0.03	-0.03	-0.75	-0.09	0.04	-0.01	0.01	-0.09	-0.71	-0.02	0.01	0.03	0.07	0.03	0.43	-0.11	0.17

Table A4.6 (continued)

	Supporting a formal government apology for slavery						Supporting financial reparations						Supporting employers offering jobs with minimum job qualifications met [a]					
	b	*SE(b)*	*β*	*t*	95% CI		*b*	*SE(b)*	*β*	*t*	95% CI		*b*	*SE(b)*	*β*	*t*	95% CI	
					LL	*UL*					*LL*	*UL*					*LL*	*UL*
Anger for other reasons	-0.02	0.02	-0.04	-1.09	-0.06	0.02	-0.01	0.01	-0.20	-1.63	-0.02	0.002	-0.01	0.04	-0.01	-0.18	-0.09	0.08
Internal motivation to control prejudice [c]							-0.01	0.01	-0.12	-1.24	-0.03	0.01						
External motivation to control prejudice [c]							0.01	0.01	0.12	1.39	-0.004	0.02						
Emotion regulation [c]							-0.01	0.01	-0.08	-1.05	-0.03	0.01						
Constant	0.26	0.22		1.20	-0.17	0.69	0.61***	0.08		7.58	0.45	0.77	1.49***	0.44		3.36	0.62	2.35
F(df, df)			*F*(11, 371) = 43.13***						*F*(15, 360) = 17.13***						*F*(11, 371) = 10.17***			
Adjusted R^2			.55						.39						.21			

Note. Unless noted, all regression analyses were weighted-least squares (WLS) regression, and variables range from 1 to 6, with higher numbers indicating more.

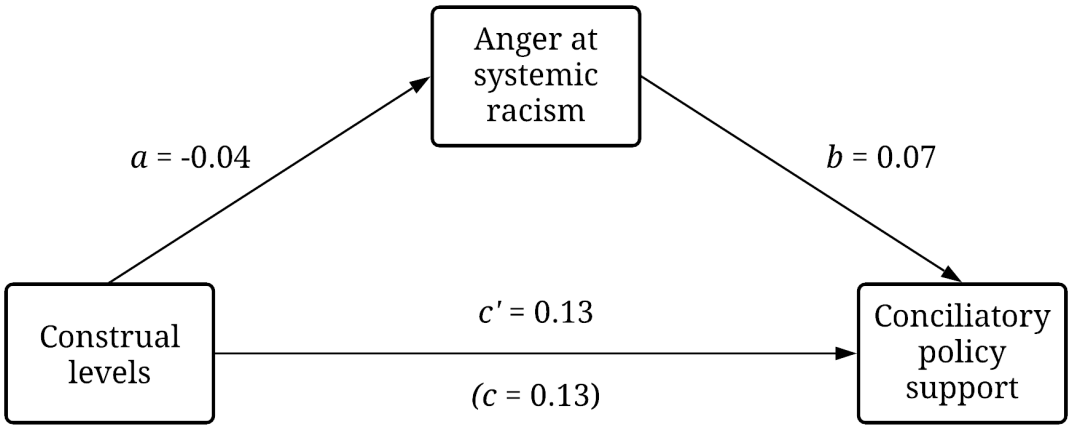
[a] Ordinary-least squares (OLS) regression. [b] Ranges from 0 to 1. [c] Ranges from 1 to 7 with higher numbers indicating more.

*p < .05, **p < .01, ***p < .001.

There was only one significant finding in the regression analyses predicting the conciliatory support items. Specifically, conservative White Americans with higher average BIF scores (i.e., HLC mindsets) showed increased support toward reparations for Black Americans who are descendants of slaves.

Finally, to investigate the relationships between construal levels, affect, and conciliatory policy support further. I ran several exploratory mediation analyses (see Figures A4.1—4.7). None were significant.

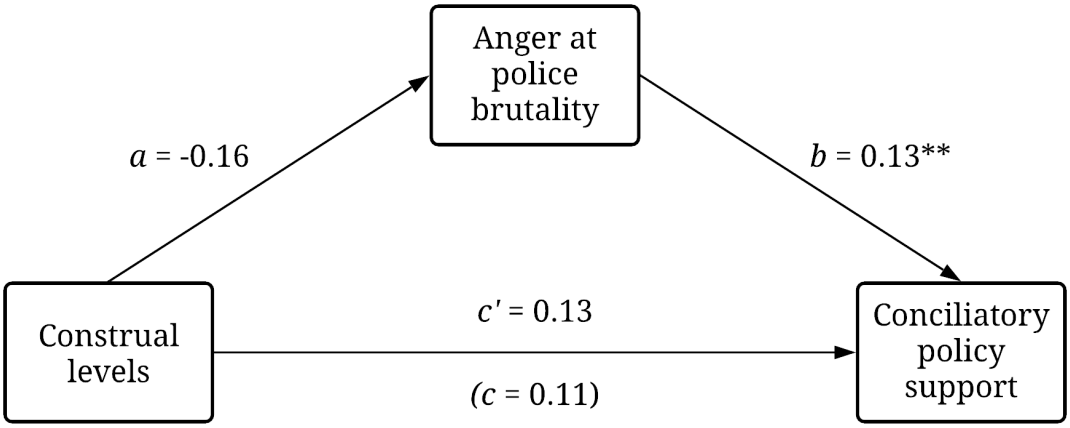
Figure A4.1 Anger at Systemic Racism Mediating Construal Levels' Effects on Policy Support



Note. The model controlled for the single pre-training anger item, internal and external motivation to control prejudice, emotion regulation, and the four other anger reasons, but these variables were omitted to simplify the presentation.

* $p < .05$, *** $p < 0.001$.

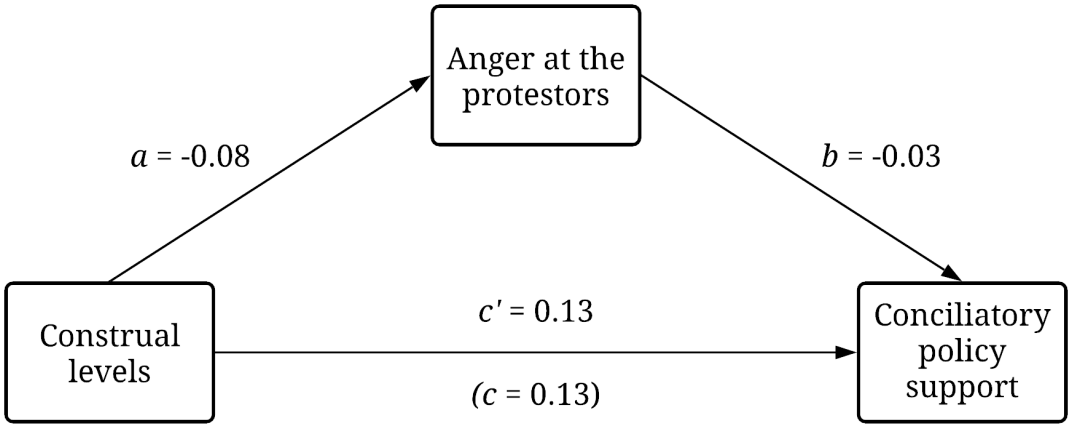
Figure A4.2 Anger at Police Brutality Mediating Construal Levels' Effects on Policy Support



Note. The model controlled for the single pre-training anger item, internal and external motivation to control prejudice, emotion regulation, and the four other anger reasons, but these variables were omitted to simplify the presentation.

* $p < .05$, *** $p < 0.001$.

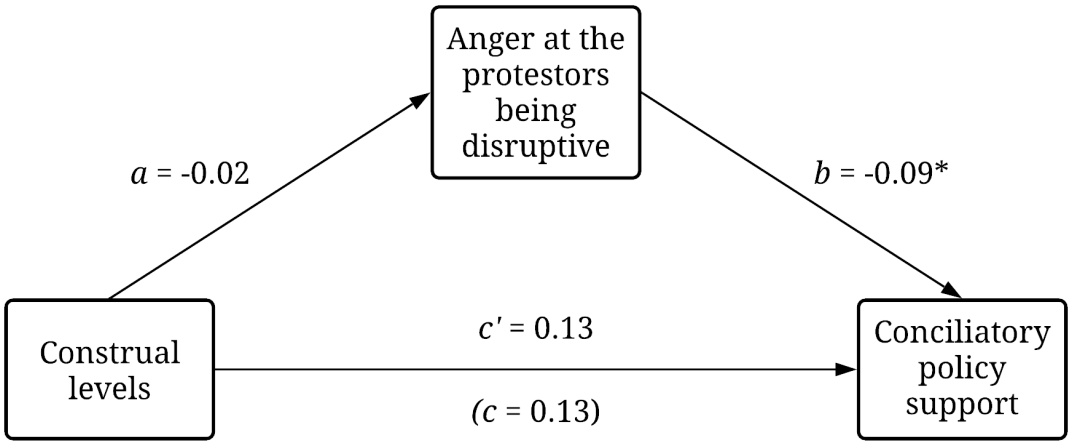
Figure A4.3 Anger at the Protestors Mediating Construal Levels' Effects on Policy Support



Note. The model controlled for the single pre-training anger item, internal and external motivation to control prejudice, emotion regulation, and the four other anger reasons, but these variables were omitted to simplify the presentation.

* $p < .05$, *** $p < 0.001$.

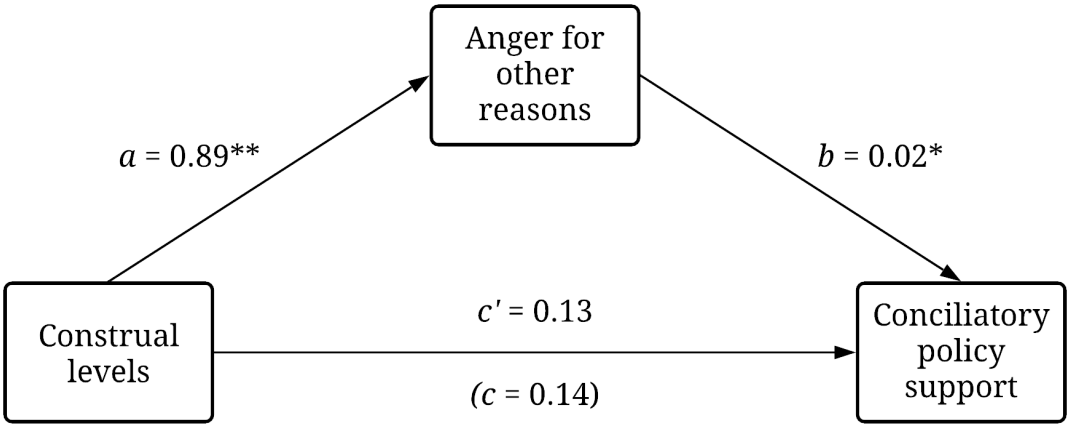
Figure A4.4 Anger at the Protestors Being Disruptive Mediating Construal Levels' Effects on Policy Support



Note. The model controlled for the single pre-training anger item, internal and external motivation to control prejudice, emotion regulation, and the four other anger reasons, but these variables were omitted to simplify the presentation.

* $p < .05$, *** $p < 0.001$.

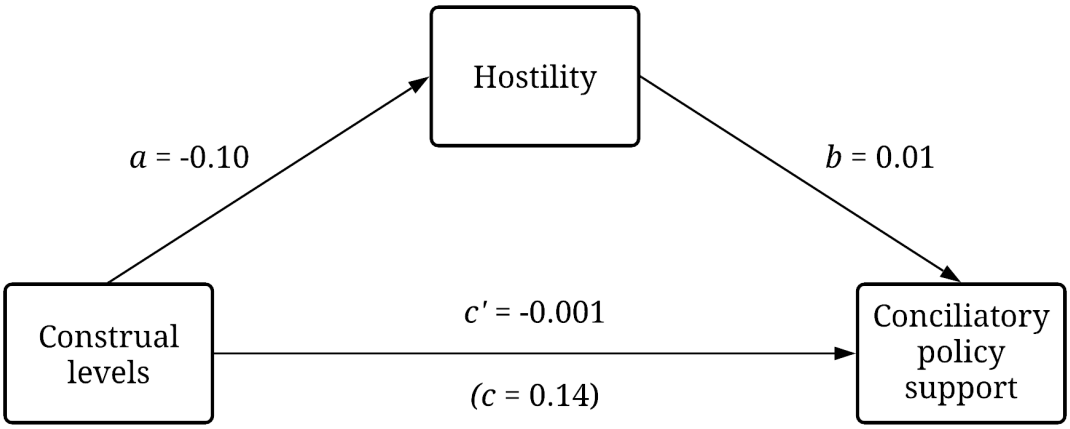
Figure A4.5 Anger for Other Reasons Mediating Construal Levels' Effects on Policy Support



Note. The model controlled for the single pre-training anger item, internal and external motivation to control prejudice, emotion regulation, and the four other anger reasons, but these variables were omitted to simplify the presentation.

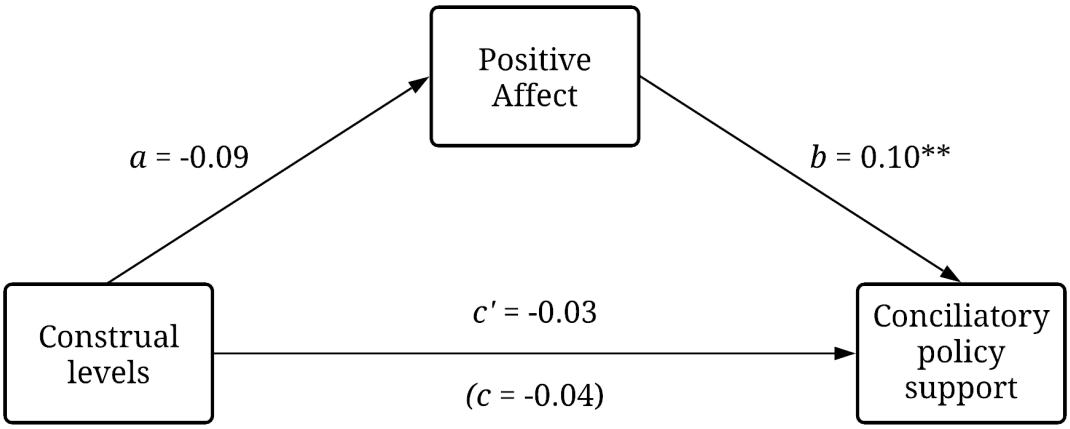
* $p < .05$, *** $p < 0.001$.

Figure A4.6 Hostility Mediating Construal Levels' Effects on Policy Support



Note. The model controlled for pre-training hostility, internal and external motivation to control prejudice, emotion regulation, and the five anger reasons, but these variables were omitted to simplify the presentation.

Figure A4.7 Positive Affect Mediating Construal Levels' Effects on Policy Support



Note. The model controlled for pre-training positive affect, internal and external motivation to control prejudice, and emotion regulation, but these variables were omitted to simplify the presentation.

* $p < .05$, *** $p < 0.001$.

REFERENCES

AP-NORC. (2019). *The Legacy of Slavery*. https://apnorc.org/projects/the-legacy-of-slavery/

Ayduk, O., & Kross, E. (2010). From a distance: Implications of spontaneous self-distancing for adaptive self-reflection. *Journal of Personality and Social Psychology*, *98*(5), 809-829. https://doi.org/10.1037/a0019205

Bailey, Z. D., Krieger, N., Agenor, M., Graves, J., Linos, N., & Bassett, M. T. (2017). Structural racism and health inequities in the USA: Evidence and interventions. *Lancet*, *389*(10077), 1453-1463. https://doi.org/10.1016/S0140-6736(17)30569-X

Banks, A. (2014). The public's anger: White racial attitudes and opinions toward health care reform. *Political Behavior*, *36*(3), 493-514. https://doi.org/10.1007/s11109-013-9251-3

Banks, A. J., & Valentino, N. A. (2012). Emotional substrates of White racial attitudes. *American Journal of Political Science*, *56*(2), 286-297. https://doi.org/10.1111/j.1540-5907.2011.00561.x

Bonilla-Silva, E., & Ashe, A. (2014). Colorblind racism and popular media in post-civil rights America. In S. Turner & S. Nilsen (Eds.), *The End of Racism?* (pp. 57-82). NYU Press. https://doi.org/10.18574/nyu/9781479809769.003.0003

Bonilla-Silva, E., & Dietrich, D. (2011). The sweet enchantment of color-blind racism in obamerica. *The Annals of the American Academy of Political and Social Science*, *634*(1), 190-206. https://doi.org/10.1177/0002716210389702

Buhle, J. T., Silvers, J. A., Wager, T. D., Lopez, R., Onyemekwu, C., Kober, H., Weber, J., & Ochsner, K. N. (2014). Cognitive reappraisal of emotion: A meta-analysis of human neuroimaging studies. *Cerebral Cortex*, *24*(11), 2981-2990. https://doi.org/10.1093/cercor/bht154

Campbell, M. C., & Vogel, M. (2019). The demographic divide: Population dynamics, race and the rise of mass incarceration in the United States. *Punishment & Society*, *21*(1), 47-69.

Campo, S., Mastin, T., & Frazer, M. S. (2004). Predicting and explaining public opinion regarding U.S. slavery reparations. *The Howard Journal of Communications*, *15*(2), 115-130. https://doi.org/10.1080/10646170490447593

Castro-Schilo, L., & Grimm, K. J. (2018). Using residualized change versus difference scores for longitudinal research. *Journal of Social and Personal Relationships*, *35*(1), 32-58. https://doi.org/10.1177/0265407517718387

Chaiken, S., & Trope, Y. (1999). *Dual-process theories in social psychology*. Guilford Press.

Cottrell, C. A., Richards, D. A., & Nichols, A. L. (2010). Predicting policy attitudes from general prejudice versus specific intergroup emotions. *Journal of Experimental Social Psychology*, *46*(2), 247-254.

Davis, J. I., Gross, J. J., & Ochsner, K. N. (2011). Psychological distance and emotional experience: What you see is what you get. *Emotion*, *11*(2), 438-444. https://doi.org/10.1037/a0021783

Denny, B. T., & Ochsner, K. N. (2014). Behavioral effects of longitudinal training in cognitive reappraisal. *Emotion*, *14*(2), 425-433. https://doi.org/10.1037/a0035276

Faul, F., Erdfelder, E., Lang, A. G., & Buchner, A. (2007). G*Power 3: A flexible statistical power analysis program for the social, behavioral, and biomedical sciences. *Behavioral Research Methods*, *39*(2), 175-191. https://doi.org/10.3758/bf03193146

Fleischmann, A., & Burgmer, P. (2019). Abstract thinking increases support for affirmative action. *Sex Roles*, *82*(7-8), 493-511. https://doi.org/10.1007/s11199-019-01068-2

Freitas, A. L., Gollwitzer, P., & Trope, Y. (2004). The influence of abstract and concrete mindsets on anticipating and guiding others' self-regulatory efforts. *Journal of Experimental Social Psychology*, *40*(6), 739-752. https://doi.org/10.1016/j.jesp.2004.04.003

Frum, D. (2014). *The impossibility of reparations*. The Atlantic. Retrieved August 14, 2020, from https://www.theatlantic.com/business/archive/2014/06/the-impossibility-of-reparations/372041/

Fujita, K., & Carnevale, J. J. (2012). Transcending temptation through abstraction: The role of construal level in self-control. *Current Directions in Psychological Science: A Journal of the American Psychological Society*, *21*(4), 248-252. https://doi.org/10.1177/0963721412449169

Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, *85*(2), 348-362. https://doi.org/10.1037/0022-3514.85.2.348

Halperin, E., & Gross, J. J. (2011). Emotion regulation in violent conflict: Reappraisal, hope, and support for humanitarian aid to the opponent in wartime. *Cognition and Emotion*, *25*(7), 1228-1236. https://doi.org/10.1080/02699931.2010.536081

Halperin, E., Pliskin, R., Saguy, T., Liberman, V., & Gross, J. J. (2014). Emotion regulation and the cultivation of political tolerance: Searching for a new track for intervention. *Journal of Conflict Resolution*, *58*(6), 1110-1138. https://doi.org/10.1177/0022002713492636

Halperin, E., Porat, R., Tamir, M., & Gross, J. J. (2013). Can emotion regulation change political attitudes in intractable conflicts? From the laboratory to the field. *Psychological Science*, *24*(1), 106-111. https://doi.org/10.1177/0956797612452572

Hayes, A. F. (2018). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach* (Second edition. ed.). New York: The Guilford Press.

Isom, D., Boehme, H., Mikell, T., Chicoine, S., & Renner, M. (2021). Status Threat, Social Concerns, and Conservative Media: A Look at White America and the Alt-Right. *Societies (Basel, Switzerland)*, *11*(3), 72. https://doi.org/10.3390/soc11030072

Johnson, K. (2020). *U.S. public more aware of racial inequality but still rejects reparations*. https://www.reuters.com/article/us-usa-economy-reparations-poll/u-s-public-more-aware-of-racial-inequality-but-still-rejects-reparations-reuters-ipsos-polling-idUSKBN23W1NG

Jost, J. T., & Amodio, D. M. (2011). Political ideology as motivated social cognition: Behavioral and neuroscientific evidence. *Motivation and Emotion*, *36*(1), 55-64. https://doi.org/10.1007/s11031-011-9260-7

Kinder, D. R., & Sears, D. O. (1981). Prejudice and politics: Symbolic racism versus racial threats to the good life. *Journal of Personality and Social Psychology*, *40*(3), 414-431. https://doi.org/10.1037//0022-3514.40.3.414

Kivetz, Y., & Tyler, T. R. (2007). Tomorrow I'll be me: The effect of time perspective on the activation of idealistic versus pragmatic selves. *Organizational Behavior and Human Decision Processes*, *102*(2), 193-211. https://doi.org/10.1016/j.obhdp.2006.07.002

Knowles, E. D., Lowery, B. S., Hogan, C. M., & Chow, R. M. (2009). On the malleability of ideology: Motivated construals of color blindness. *Journal of Personality and Social Psychology*, *96*(4), 857-869. https://doi.org/10.1037/a0013595

Kross, E., & Ayduk, O. (2017). Self-distancing: Theory, research, and current directions. In J. M. Olson (Ed.), *Advances in Experimental Social Psychology* (pp. 81-136). Elsevier Academic Press. https://doi.org/https://doi.org/10.1016/bs.aesp.2016.10.002

Kross, E., Ayduk, O., & Mischel, W. (2005). When asking "why" does not hurt. Distinguishing rumination from reflective processing of negative emotions. *Psychological Science*, *16*(9), 709-715. https://doi.org/10.1111/j.1467-9280.2005.01600.x

Lang, P. J., Bradley, M. M., & Cuthbert, B. N. (2008). International affective picture system (IAPS): Affective ratings of pictures and instruction manual. Technical Report A-8. University of Florida, Gainesville, FL.

Lee, J. J., Sohn, Y., & Fowler, J. H. (2013). Emotion regulation as the foundation of political attitudes: Does reappraisal decrease support for conservative policies? *PLOS ONE*, *8*(12), E83143. https://doi.org/10.1371/journal.pone.0083143

Liberman, N., Trope, Y., McCrea, S. M., & Sherman, S. J. (2007). The effect of level of construal on the temporal distance of activity enactment. *Journal of Experimental Social Psychology*, *43*(1), 143-149. https://doi.org/10.1016/j.jesp.2005.12.009

Lowery, B. S., Unzueta, M. M., Knowles, E. D., & Goff, P. A. (2006). Concern for the in-group and opposition to affirmative action. *Journal of Personality and Social Psychology*, *90*(6), 961-974. https://doi.org/10.1037/0022-3514.90.6.961

Luguri, J. B., & Napier, J. L. (2013). Of two minds: The interactive effect of construal level and identity on political polarization. *Journal of Experimental Social Psychology*, *49*(6), 972-977. https://doi.org/10.1016/j.jesp.2013.06.002

Luguri, J. B., Napier, J. L., & Dovidio, J. F. (2012). Reconstruing intolerance: Abstract thinking reduces conservatives' prejudice against nonnormative groups. *Psychological Science*, *23*(7), 756-763. https://doi.org/10.1177/0956797611433877

Mackie, D. M., Smith, E. R., & Ray, D. G. (2008). Intergroup emotions and intergroup relations. *Social and Personality Psychology Compass*, *2*(5), 1866-1880.

Malkoc, S. A., Zauberman, G., & Bettman, J. R. (2010). Unstuck from the concrete: Carryover effects of abstract mindsets in intertemporal preferences. *Organizational Behavior and Human Decision Processes*, *113*(2), 112-126. https://doi.org/10.1016/j.obhdp.2010.07.003

Mayer, J., & Gaschke, Y. (1988). The experience and meta-experience of mood. *Journal of Personality and Social Psychology*, *55*(1), 102-111. https://doi.org/10.1037//0022-3514.55.1.102

Miller, S. S., O'Dea, C. J., & Saucier, D. A. (2021). "I can't breathe": Lay conceptualizations of racism predict support for Black Lives Matter. *Personality and Individual Differences*, *173*, 110625. https://doi.org/10.1016/j.paid.2020.110625

Montgomery, D. C., Peck, E. A., & Vining, G. G. (2001). *Introduction to linear regression analysis* (3rd ed.). Wiley.

Moore, J. R. (2020). And justice for all! Teaching the reparations debate. *Journal of Social Studies Education Research*, *11*(2), 27-60.

Morrison, K. R., & Ybarra, O. (2009). Symbolic threat and social dominance among liberals and conservatives: SDO reflects conformity to political values. *European Journal of Social Psychology*, *39*(6), 1039-1052. https://doi.org/10.1002/ejsp.606

Ochsner, K. N., Silvers, J. A., & Buhle, J. T. (2012). Functional imaging studies of emotion regulation: a synthetic review and evolving model of the cognitive control of emotion. *Annals of the New York Academy of Sciences*, *1251*, E1-24. https://doi.org/10.1111/j.1749-6632.2012.06751.x

Phelan, J. C., & Link, B. G. (2015). Is racism a fundamental cause of inequalities in health? *Annual Review of Sociology*, *41*(1), 311-330. https://doi.org/10.1146/annurev-soc-073014-112305

Plant, E. A., & Devine, P. G. (1998). Internal and external motivation to respond without prejudice. *Journal of Personality and Social Psychology*, *75*(3), 811-832. https://doi.org/10.1037/0022-3514.75.3.811

Porat, R., Halperin, E., & Tamir, M. (2016). What we want is what we get: Group-based emotional preferences and conflict resolution. *Journal of Personality and Social Psychology*, *110*(2), 167-190. https://doi.org/10.1037/pspa0000043

Powers, J. P., & LaBar, K. S. (2019). Regulating emotion through distancing: A taxonomy, neurocognitive model, and supporting meta-analysis. *Neuroscience and Biobehavioral Reviews*, *96*, 155-173. https://doi.org/10.1016/j.neubiorev.2018.04.023

Reynolds, W. M. (1982). Development of reliable and valid short forms of the Marlowe-Crowne social desirability scale. *Journal of Clinical Psychology*, *38*(1), 119-125. https://doi.org/10.1002/1097-4679(198201)38:1<119::AID-JCLP2270380118>3.0.CO;2-I

Riek, B. M., Mania, E. W., & Gaertner, S. L. (2006). Intergroup threat and outgroup attitudes: A meta-analytic review. *Personality and Social Psychology Review*, *10*(4), 336-353. https://doi.org/10.1207/s15327957pspr1004_4

Rodriguez Mosquera, P. M., Fischer, A. H., Manstead, A. S. R., & Zaalberg, R. (2008). Attack, disapproval, or withdrawal? The role of honour in anger and shame responses to being insulted. *Cognition and Emotion*, *22*(8), 1471-1498. https://doi.org/10.1080/02699930701822272

Scheffel, C., Graupner, S. T., Gärtner, A., Zerna, J., Strobel, A., & Dörfel, D. (2021). Effort beats effectiveness in emotion regulation choice: Differences between suppression and distancing in subjective and physiological measures. *Psychophysiology*, *58*(11), e13908-n/a. https://doi.org/10.1111/psyp.13908

Sears, D. O., & Henry, P. J. (2005). Over thirty years later: A contemporary look at symbolic racism. *37*, 95-150. https://doi.org/10.1016/S0065-2601(05)37002-X

Selepak, A., & Sutherland, J. (2012). The Ku Klux Klan, conservative politics, and religion: Taking extremism to the political mainstream. *Politics, Religion, & Ideology*, *13*(1), 75-98. https://doi.org/10.1080/21567689.2012.659498

Selvanathan, H. P., Techakesari, P., Tropp, L. R., & Barlow, F. K. (2018). Whites for racial justice: How contact with Black Americans predicts support for collective action among White Americans. *Group processes & intergroup relations*, *21*(6), 893-912. https://doi.org/10.1177/1368430217690908

Smith, P. K., & Trope, Y. (2006). You focus on the forest when you're in charge of the trees: Power priming and abstract information processing. *Journal of Personality and Social Psychology*, *90*(4), 578-596. https://doi.org/10.1037/0022-3514.90.4.578

Soderberg, C. K., Callahan, S. P., Kochersberger, A. O., Amit, E., & Ledgerwood, A. (2015). The effects of psychological distance on abstraction: Two meta-analyses. *Psychological Bulletin*, *141*(3), 525-548. https://doi.org/10.1037/bul0000005

Trope, Y., Ledgerwood, A., Liberman, N., & Fujita, K. (2021). Regulatory scope and its mental and social supports. *Perspectives on Psychological Science*, *16*(2), 204-224. https://doi.org/10.1177/1745691620950691

Trope, Y., & Liberman, N. (2010). Construal-level theory of psychological distance. *Psychological Review*, *117*(2), 440-463. https://doi.org/10.1037/a0018963

University of Massachusetts Amherst. (2021, April 29). *UMass Amherst/WCVB Poll Finds Nearly Half of Americans Say the Federal Government Definitely Should Not Pay Reparations to The Descendants of Slaves* [Press Release]. https://www.umass.edu/news/article/umass-amherstwcvb-poll-finds-nearly-half?_gl=1*1wmx16z*_ga*NzE1NzkwNTk5LjE2MzU4MjA2NjA.*_ga_21RLS0L7EB*MTYzNTgyMDY2MC4xLjEuMTYzNTgyMDg5Ni4w&_ga=2.1170865.1437839978.1635820660-715790599.1635820660

Vallacher, R. R., & Wegner, D. M. (1989). Levels of personal agency: Individual variation in action identification. *Journal of Personality and Social Psychology*, *57*(4), 660-671. https://doi.org/10.1037/0022-3514.57.4.660

Van Boven, L., Kane, J., McGraw, A. P., & Dale, J. (2010). Feeling close: Emotional intensity reduces perceived psychological distance. *Journal of Personality and Social Psychology*, *98*(6), 872-885. https://doi.org/10.1037/a0019262

van Zomeren, M., & Iyer, A. (2009). Introduction to the social and psychological dynamics of collective action. *Journal of Social Issues*, *65*(4), 645-660. https://doi.org/10.1111/j.1540-4560.2009.01618.x

van Zomeren, M., Leach, C. W., & Spears, R. (2012). Protesters as "passionate economists": A dynamic dual pathway model of approach coping with collective disadvantage. *Personality and Social Psychology Review*, *16*(2), 180-199. https://doi.org/10.1177/1088868311430835

van Zomeren, M., Spears, R., Fischer, A. H., & Leach, C. W. (2004). Put your money where your mouth is! Explaining collective action tendencies through group-based anger and group efficacy. *Journal of Personality and Social Psychology*, *87*(5), 649-664. https://doi.org/10.1037/0022-3514.87.5.649

Watson, D., & Clark, L. A. (1994). The PANAS-X: Manual for the positive and negative affect schedule - expanded form. https://doi.org/10.17077/48vt-m4t2

West, K., Greenland, K., & Laar, C. (2021). Implicit racism, colour blindness, and narrow definitions of discrimination: Why some White people prefer 'All Lives Matter' to 'Black Lives Matter'. *British Journal of Social Psychology*, *60*(4), 1136-1153. https://doi.org/10.1111/bjso.12458

Wildeman, C., & Wang, E. A. (2017). Mass incarceration, public health, and widening inequality in the USA. *Lancet*, *389*(10077), 1464-1474. https://doi.org/10.1016/S0140-6736(17)30259-3

Williams, L. E., Stein, R., & Galguera, L. (2014). The distinct affective consequences of psychological distance and construal level. *Journal of Consumer Research*, *40*(6), 1123-1138.

Williams, W. (2019). *The argument against reparations for slavery*. https://godanriver.com/opinion/columnists/williams_walter/the-argument-against-reparations-for-slavery/article_97de2e77-d906-5d46-aff8-cc8606203f7b.html

Yang, D. Y. J., Preston, J. L., & Hernandez, I. (2013). Polarized attitudes toward the ground zero mosque are reduced by high-level construal. *Social Psychological and Personality Science*, *4*(2), 244-250. https://doi.org/10.1177/1948550612446973

Yogeeswaran, K., & Dasgupta, N. (2014). The devil is in the details: Abstract versus concrete construals of multiculturalism differentially impact intergroup relations. *Journal of Personality and Social Psychology*, *106*(5), 772-789. https://doi.org/10.1037/a0035830

VITA

Brandon A. Reinkensmeyer

EDUCATION

University of Rochester — **Rochester, NY**
Bachelor of Arts in Psychology
Minor in Brain and Cognitive Sciences — May 2019
Graduated Cum Laude with Honors and Distinction

PROFESSIONAL POSITIONS

University of Kentucky — **Lexington, KY**

Graduate Research Assistant — August 2019—Present
Laboratory led by Dr. Christopher Marshburn

Undergraduate Advising — May 2020—Present

Teaching Assistant — August 2020—Present

University of Rochester — **Rochester, NY**

Research Assistant — January 2017—May 2019
Laboratory led by Dr. Miron Zuckerman

Psychology Peer Advisor — January 2018—May 2019

Psi Chi President — August 2018—May 2019

Residential Life Resident Advisor — August 2017—May 2019

Class Council of 2019 Programmer & Vice President — September 2015—May 2019

Research Assistant — May 2016—May 2017
Laboratory led by Dr. Patrick Davies

Teaching Assistant — Fall 2016

Susan B. Anthony Hall Council President — September 2015—May 2016

Washington University — **Saint Louis, MO**

Research Assistant — May 2018—July 2018
Laboratory led by Dr. Tammy English

Research Assistant May 2017—July 2017
Laboratory led by Dr. Lori Markson

Easterseals Midwest **Saint Louis, MO**
Job Coach May 2017—July 2019

HONORS AND AWARDS

University of Kentucky **Lexington, KY**
Psychology Graduate Student Research Fellowship 2019—2021

University of Rochester **Rochester, NY**
Psi Chi International Honor Society in Psychology 2018—2019
Dean's Scholarship 2015—2019
Dean's List 2015—2019

PUBLICATIONS

Manuscripts Under Review

Marshburn, C.K., **Reinkensmeyer, B.A.**, & Knowles, E.D. *When racism doesn't discriminate: Social dominance orientation shapes what Whites deem racist* [Manuscript invited for revision]. Department of Psychology, University of Kentucky.

Manuscripts in Preparation

Reinkensmeyer, B.A., & Marshburn, C.K. *Altering the distance: Using construal level theory to promote conciliatory policy support*. [Manuscript in preparation]. Department of Psychology, University of Kentucky.

Reinkensmeyer, B.A., & Farr, R.H. *Grappling with uncertainty: Primary caregiver(s) responses to their child's initial self-disclosure of an LGB sexual identity*. [Manuscript in preparation]. Department of Psychology, University of Kentucky.

Folberg, A.M., Marshburn, C.K., **Reinkensmeyer, B.A.** *Racial bias confrontation among cross-race friends*. [Manuscript in preparation]. Department of Psychology, University of Kentucky.